

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

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*) 这一在世界上具有广泛影响力的英语教程的全新修订版。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节(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、如何转换话题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,学生可以通过略读了解文章主旨,通过快读寻找特定信息,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。学生用书中的进阶测试(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3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)、口语练习(或讨论/角色扮演)(Speaking or Discuss/Role Play)、写作(Writing)、词汇扩展(Word Power)、观点展示(Perspectives)、交流活动(Interchange Activity)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3级的一个样章。

第1环节(练习1~6)

主题: 娱乐

语法: 被动式

功能: 谈论步骤和过程

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1 SNAPSHOT

MOVIE FIRSTS

The first...	
Silent narrative film - <i>The Great Train Robbery</i> (1903)	Movie to gross \$100 million - <i>Jaws</i> (1975)
Mickey Mouse cartoon (1928)	IMAX 3-D film - <i>We are Born of Stars</i> (1985)
Drive-in movie theater (1933)	Advanced computer technology - <i>Terminator 2</i> (1991)
Color epic - <i>Gone with the Wind</i> (1939)	Computer-animated feature film - <i>Toy Story</i> (1995)
Full-length three-dimensional (3-D) feature film - <i>House of Wax</i> (1953)	Movie to gross over \$1 billion - <i>Titanic</i> (1998)

Sources: New York Public Library Book of Chronologies; IMAX Corporation; SIGGRAPH; www.olympicmovies.net; www.pbs.org


Have you ever seen any of these movies? Did you enjoy them?
Have you ever seen a silent film? a Mickey Mouse cartoon? a 3-D film?
a movie at a drive-in? an IMAX film?
Are there many movies made in your country? Name a few of your favorites.

2 CONVERSATION Movies are hard work!

A Listen and practice.

Ryan: Working on movies must be really exciting.
Nina: Oh, yeah, but it's also very hard work.
A one-minute scene in a film can take days to shoot.
Ryan: Really? Why is that?
Nina: Well, a scene isn't filmed just once. Lots of different shots have to be taken. Only the best ones are used in the final film.
Ryan: So, how many times does a typical scene need to be shot?
Nina: It depends, but sometimes as many as 20 times. One scene may be shot from five or six different angles.
Ryan: Wow! I didn't realize that.
Nina: Why don't you come visit the studio? I can show you how things are done.
Ryan: Great, I'd love to!

B Listen to the rest of the conversation.
What else makes working on movies difficult?



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

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
- 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
- 提供听后口语练习

3 GRAMMAR FOCUS

The passive to describe process

is/are + past participle

A scene **isn't filmed** just once.
Only the best shots **are used**.

Modal + be + past participle

One scene **may be shot** from five or six different angles.
Lots of different shots **have to be taken**.

A The sentences below describe how a movie is made. First, complete the sentences using the passive. Then compare with a partner.

Before filming

- ☐ To complete the script, it has to (divide) into scenes, and the filming details need to (write out).
- ☐ First, an outline of the script has to (prepare).
- ☐ Next, actors (choose), locations (pick), and costumes (design). Filming can then begin.
- ☐ Then the outline (expand) into a script.
- ☐ After the script (complete), a director must (hire).



During and after filming

- ☐ The final film you see on the screen (create) by the director and editor out of thousands of different shots.
- ☐ Soon after the film has been edited, music (compose) and sound effects may (add).
- ☐ After the filming (finish), the different shots can then (put together) by the editor and director.
- ☒ Once shooting begins, different shots (film) separately. Scenes may (not shoot) in sequence.



B Pair work Number the sentences in part A (before filming: from 1 to 5; during and after filming: from 6 to 9).

4 LISTENING I love my job!

A Listen to an interview with a TV producer. Write down three things a producer does.

Things a producer does	Personality traits

B Listen again. What are three personality traits a producer should have? Complete the chart.

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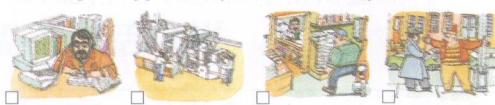
5 SPEAKING Step by step

A Pair work Put the pictures in order and describe the steps in each process. Use the vocabulary to help you. How many more steps can you think of?

1. A theater performance: actors, costumes, play, sets, build, design, rehearse, perform



2. The making of a newspaper: articles, reporters, research, interviews, print, distribute



A: Preparing for a theater performance requires many steps.

First, the script must be written.

B: Right! And after that, the actors are chosen.

C: Then, ...

B Pair work Choose another topic or event: a fashion show, a rock concert, a TV sitcom, or a game. Come up with as many steps as you can think of.

C Group work Compare your information from part B with another pair. Are any steps missing?

6 WRITING Describing a process

A Write about one of the topics from Exercise 5 or use your own idea. Describe the different steps in the process.

Planning a musical is complicated. Before anything else happens, a story must be written. Once the story is written, the rest of the preparations take place. First, music and lyrics need to be composed to accompany the story. Then, a producer must be found. After that, ...

B Pair work Read your partner's paper. Can you think of any more steps?



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

第2环节(练习7~12)

主题: 娱乐和媒体工作

语法: 限制性和非限制性定语从句

功能: 描述媒体工作

7 WORD POWER Media professions

A Where do these people work? Complete the chart with the compound nouns.

camera operator	foreign correspondent	movie producer	stunt person
computer programmer	gossip columnist	network installer	support technician
film editor	graphic designer	photo editor	Web-page designer

Film industry	Publishing industry	Computer industry

B Group work What exactly do you think each person in part A does?

"A camera operator handles the camera during the filming of a movie."

8 PRONUNCIATION Review of stress in compound nouns

A The first word in a compound noun usually receives greater stress. Which compound nouns in Exercise 7 do not follow this rule? Write the words.

B Pair work Think of and practice four more compound nouns describing professions.

9 PERSPECTIVES Quiz show

A Listen to a quiz show. Can you guess the occupations?

casting director	1. A who finds appropriate places to shoot scenes, gets to travel all over the world.
location scout	2. A is someone who chooses an actor for each part in a movie.
screenwriter	3. A who makes sure that everything on a movie set looks realistic, creates the objects that the characters use.
dialect coach	4. A is someone who develops and expands a story idea into a full movie script.
prop designer	5. A is a language specialist who works with actors on their accents.
script doctor	6. A who is used when an original screenplay needs more work, makes jokes funnier and dialogs more realistic.



B Which of the jobs in part A do you think would be the most interesting? Why? Tell the class.

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Word Power 词汇扩展

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

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
- 加强个人化的扩展语音练习

Perspectives 观点展示

- 提供结构型听力和口语练习
- 通过上下文讲解第2环节中语法的意义和用法
- 展示人们对某话题的观点和经验
- 介绍实用的表达和话语特点

Grammar Focus 语法重点

- 总结第2环节中的语法点
- 给出前面会话练习或观点展示中的例句
- 提供真实情景下的控制型语法练习

10 GRAMMAR FOCUS

Defining and non-defining relative clauses

Defining relative clauses are used to identify people.

A dialect coach is a language specialist.

She works with actors on their accents.

→ A dialect coach is a language specialist who/that works with actors on their accents.

Non-defining relative clauses give further information about people.

A location scout finds places to shoot scenes. He travels all over the world.

→ A location scout, who finds places to shoot scenes, travels all over the world.

A Do these sentences contain defining (D) or non-defining (ND) clauses? Add commas to the non-defining clauses. Then compare with a partner.

1. A stunt person is someone who "stands in" for an actor during dangerous scenes.
2. A special-effects designer who needs advanced computer knowledge often spends millions of dollars on computer graphics.
3. A stagehand is the person who moves the sets on stage in a theater production.
4. A movie producer who controls the budget decides how money will be spent.

B Can you add the non-defining relative clauses in parentheses to the sentences?

1. A foreign correspondent travels all over the world. (who writes about events in other countries)
2. A Web-page designer needs sophisticated computer knowledge. (who is a graphic artist)
3. An editorial page editor gives opinions about current issues. (who is a daily newspaper columnist)
4. A gossip columnist writes about celebrities and scandals. (who gets to go to fabulous parties)

C Write three sentences about jobs you know. Compare with a partner.



a stunt person

11 INTERCHANGE 14 Who makes it happen?

What kinds of people does it take to make a business run? Go to Interchange 14.

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

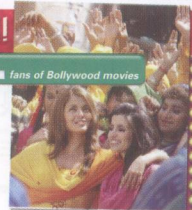
12 READING

Hooray for Bollywood!

Scan the article. Who do you think it was written for?

people who work in the movies the general public fans of Bollywood movies

- 1 A storm forces a plane to make an emergency landing on a deserted island. The only shelter is a spooky house, where a murderer begins killing passengers. So what do these defenseless people do? They have a beach party and perform an elaborate song-and-dance number.
- 2 This is the world of Bollywood. The scene described above is from the classic Indian film, *Gungaam*, which was made in the 1960s. It is typical of the kind of movies that are still made in India today.
- 3 For as long as Hollywood has existed, there has also been an Indian film industry. Because it is based in Bombay (Mumbai), it is popularly called Bollywood—from the words *Bombay* and *Hollywood*. While it is as old as Hollywood, it is much bigger. Bollywood currently has the largest movie industry in the world. It produces more than 1,000 films a year—and as many as 14 million people a day pack into movie theaters to see Bollywood films.
- 4 While there are many types of films made in India, the most popular are the movies made in Bollywood. The films, which are made in the Hindi language, generally deal with Indian history and social problems. The average Bollywood film runs about three hours, but audiences don't seem to mind the length. The stories are melodramatic: heroes drive around in flashy cars, actresses twirl around in beautiful costumes, and the poor boy



always triumphs against the rich villain. They also feature many musical numbers, usually love songs. 5 Although the films may seem exaggerated to some, that's not how most filmgoers feel. These movies and their stars are beloved by audiences throughout Asia, Africa, and the Middle East. "Every South Asian grows up with some kind of connection to Bollywood," notes Indian writer Suketu Mehta. "In certain ways, it's what unites us."

A Read the article. Find and underline a sentence in the article that answers each question below.

1. How does Bollywood compare to Hollywood?
2. How many Bollywood films are made every year?
3. What language is spoken in Bollywood movies?
4. How long is a typical Bollywood movie?
5. How do audiences feel about the stars of Bollywood movies?

B Find these sentences in the article. Decide whether each sentence is the main idea or a supporting idea in that paragraph. Check (✓) the correct boxes.

	Main idea	Supporting idea
1. This is the world of Bollywood. (par. 2)	<input type="checkbox"/>	<input type="checkbox"/>
2. It produces more than ... to see Bollywood films. (par. 3)	<input type="checkbox"/>	<input type="checkbox"/>
3. While there are many ... made in Bollywood. (par. 4)	<input type="checkbox"/>	<input type="checkbox"/>
4. The average Bollywood film ... mind the length. (par. 4)	<input type="checkbox"/>	<input type="checkbox"/>
5. Although they may sound silly ... filmgoers feel. (par. 5)	<input type="checkbox"/>	<input type="checkbox"/>

C Group work Have you ever seen a Bollywood movie? If so, how did you like it?

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Interchange 14 WHO MAKES IT HAPPEN?

A Group work Think about the people involved in making a movie. What does each person do?

screenwriter	composer	costume designer
director	special-effects designer	set designer
producer	stunt person	sound-effects technician
film editor	cinematographer	extra
actor	lighting technician	makeup artist

A: What does a screenwriter do?

B: That's the person that writes the script for the movie. It can be an original script or an adaptation of a book or play.

B Group work Imagine you are going to make a movie. What kind of movie will it be? Decide what job each person in your group will do.

A: You should be the director because you're the best leader.

B: But I'm also creative, and I'd rather be the costume designer.

C Class activity Present your movie idea to the class. Explain how each person will contribute to the making of the film.



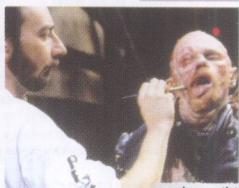
a cinematographer



a costume designer



a special-effects designer



a makeup artist

Interchange 14

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3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)
 - 提供录音文本 (Audio scripts)、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)

Behind the scenes

Cycle 1, Exercises 1-6

1 SNAPSHOT

Learning objective: talk about the film industry

- Option:** Show a popular English-language movie during this unit. Use it to explain useful vocabulary and concepts.
- As a warm-up, Ss play *Line Up!* on page T-144. Ss line up according to when they last saw a movie (on TV, DVD, video, or at a movie theater).
- Books closed. Explain that Ss are going to discuss some movie "firsts." Write this information on the board. Ask Ss to match the "first" with the date.

The first drive-in movie theater	1923
The first silent film	1923
The first movie to gross over \$1 billion	1953
The first 3-D movie	1953

2 CONVERSATION

Learning objective: practice a conversation about working in the movies; see the passive in context

A CD 3 Track 16

- Ask Ss to cover the text and describe the picture.
- Option:** Ask: "Have you ever seen a movie being shot? Have you ever taken part in a movie?" If so, the class asks the S questions.
- Set the scene. Nina works on movies. Ryan is asking her how movies are made.
- Ask: "What do Ryan and Nina think about working on movies?" Play the first two lines of the audio program. Elicit answers. (Answer: He thinks it must be really exciting; she thinks it's hard work.)
- Ask: "Why is making movies 'hard work'?" Elicit suggestions. Play the audio program. Ss listen and take notes.
- Ss compare notes in pairs.
- Tell Ss to read the conversation to check their notes.
- Elicit or explain any new vocabulary.

Vocabulary

shoot: film
shot: a photo
angles: different views of the same scene
studio: the place where movies are filmed

In this unit, students discuss the production of movies, TV programs, theater performances, and newspapers. In Cycle 1, students describe processes using the passive. In Cycle 2, students discuss jobs using defining and non-defining relative clauses.

Books open. Ss read the Snapshot individually. Tell Ss to check their "firsts" in the Snapshot.

Elicit or explain any new vocabulary.

Vocabulary

narrative: a description of events told as a story
drive-in: a place where you can watch movies outdoors while sitting in your car
epic: a book or movie that tells a long story
IMAX film: large-screen movie shot with special cameras
animated: using cartoons rather than live actors
feature film: a full-length movie
gross: bring in a total income

Read the questions. Ss discuss the questions in small groups.

Play the audio program again. Ss listen and read or repeat.

Ss practice the conversation in pairs.

TIP To encourage Ss to look at each other while practicing Conversations, ask them to stand up and face each other. This also makes the conversation more active and natural.

For another way to practice the conversation, try the *Online Ring* technique on page T-151.

Option: Ask questions like those: "Did you just learn anything new about how movies are made? Would you like to visit a film studio? Would you like to work on movies? Why or why not?"

B

Explain the task. Read the question.

Tell Ss to listen for the answer. Play the second part of the audio program. Elicit answers.

Class audio script (See page T-234.)

Answer

The hours are dreadful.

Next, elicit or explain that the unit title, "Behind the scenes," refers to what the audience doesn't see.

Ask Ss to guess what goes on behind the scenes. Write Ss' suggestions on the board.

T-92

5 SPEAKING

Learning objective: talk about steps in a process

A Pair work

- Focus Ss' attention on the pictures and ask Ss to explain what happens at each stage, using the passive and the vocabulary given.

Vocabulary

sets: things built for a performance
rehearses: practice
perform: present a play
jet: make the jump for a newspaper, magazine, or book
distribute: send a product to different places for sale

Explain the task. Ask two Ss to help put the pictures in order. Remind Ss to use the passive to describe the process.

T: Look at the first four pictures. Which one probably comes first when putting on a play?
S1: I think it's the second picture. The script is rehearsed by the actors.
S2: Yes, I agree. After that, the sets are built. That's the first picture.
S1: Right. Then the next step is...

Ss order the pictures in pairs. Remind Ss to add more steps in the process.

Set a time limit of about five minutes. Go around the class and give help as needed. Note problems Ss are having, especially with passives.

When time is up, write the more common problems on the board. Ask Ss to suggest corrections.

Check the order. Then ask three Ss to model the conversation.

Possible answers

(as pointed from left to right)

A theater performance

- The sets are built.
- The actors are rehearsed by a director.
- A play is performed.
- The costumes are designed.

The making of a newspaper

- The articles are researched.
- The newspapers are printed.
- The newspapers are distributed.
- Interviews are conducted by reporters.

B Pair work

- Explain the task.
- Ss work in groups to come up with as many steps as possible. Ss choose another event to discuss.

For another way to practice this activity, try *Just One Minute* on page T-146. Ss take turns coming up with as many steps as possible.

C Group work

- Each pair joins another pair. Ss take turns presenting their work. Ss discuss any missing steps.
- Option:** Ask Ss to look at the pictures again. Then, without looking, Ss describe the steps from memory. Tell Ss to include any new steps.

Option: The brainstorming and draft can be done as homework.

B Pair work

- Explain the task.
- Ss work in pairs. They give each other feedback. Ss exchange papers and point out any missing steps.
- Ss write a final draft. Remind Ss to use their partner's suggestions if they wish and their own ideas.

6 WRITING

Learning objective: write about the steps in a process

A

- Explain the task.
- Model the task. Ask Ss to look at the pictures in Exercise 5 as you read the example.
- Point out the passives in the example. Also point out the sequence markers. Remind Ss to use these, as well as time clauses (see Exercise 3 on page 73). Write suggestions on the board:
Sequence markers
first, second, next, then, after that, afterward, finally
Time clause markers
before, once, after, as soon as
- Ss work individually to choose a topic. Remind Ss to brainstorm key words involved in the steps or process.

TIP To prevent Ss from copying the model paragraph too closely, ask Ss to close their books after reading it.

Next, Ss write their first draft.

Behind the scenes • T-94

- ### Supplementary Activities 辅助活动

 - Photocopiables 提供可复印发给学生的新颖的辅助活动
 - 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
- ### 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 进一步练习提出建议
 - 针对如何利用小测验和成果测试定期评估提出建议

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进阶测试（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

入门级、1级和2级配有**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，或者教学支持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。

The new edition

Interchange Third Edition is a fully revised edition of *New Interchange*, the world's most successful series for adult and young adult learners of English. Written in American English, the course reflects the fact that English is the major language of international communication and is not limited to any one country, region, or culture.

The course has been thoroughly revised to reflect the most recent approaches to language teaching and learning. It remains the innovative series teachers and students have grown to love, while incorporating suggestions from teachers and students all over the world. This edition offers updated content in every unit, additional grammar practice, and more opportunities to develop speaking and listening skills.

SYLLABUS AND APPROACH

Interchange Third Edition uses high-interest themes to integrate speaking, grammar, vocabulary, pronunciation, listening, reading, and writing. There is a strong focus on both accuracy and fluency. The underlying philosophy of the course remains that language is best learned when it is used for meaningful communication.

Topics

The course covers contemporary, real-world topics that are relevant to students' lives (e.g., free time, entertainment). Students have background knowledge and experience with these topics, so they can share opinions and information productively. In addition, cultural information stimulates cross-cultural comparison and discussion.

Functions

A functional syllabus parallels the grammar syllabus in the course. For example, at the same time students learn *Do you . . . ?* questions in Level 1 (e.g., *Do you like jazz?*), they learn how to express likes and dislikes (e.g., *I love it. I can't stand it.*). Throughout the course, students learn useful functions, such as how to introduce themselves, or agree and disagree. Each level presents 50 to 65 functions.

Grammar

Interchange Third Edition has a graded grammar syllabus. Intro Level presents the basic structures for complete beginners, and Level 1 reviews and expands on them. Levels 2 and 3 present more advanced structures, such as passives and conditionals. The course views meaning, form, and use as the three interacting dimensions of language. First, students notice the new grammar in context in the *Conversations* or *Perspectives*. Then they learn and practice using the grammar forms in the *Grammar Focuses*. While they initially practice grammar in a controlled way, students soon move on to freer tasks that lead toward fluency. In other words, students acquire new grammar by using it, and grammar is a means to an end – communicative competence.

Vocabulary

Vocabulary development plays a key role in **Interchange Third Edition**. Productive vocabulary (vocabulary students are encouraged to use) is presented mainly in *Word Powers* and *Snapshots*. Receptive vocabulary is introduced primarily in *Readings* and *Listenings*. In *Word Powers*, students typically categorize new vocabulary, to reflect how the mind organizes new words. Then they internalize the new vocabulary by using it in a personalized way. Photocopiable *Language summaries* in the Teacher's Edition provide lists of productive vocabulary and expressions for each unit. Each level teaches a productive vocabulary of about 1,000 to 1,300 words.

Speaking

Speaking skills are a central focus of *Interchange Third Edition*, with an emphasis on natural, conversational language. The *Discussion*, *Role Play*, and *Speaking* exercises, as well as the *Interchange activities*, provide speaking opportunities that systematically build oral fluency. In addition, the *Conversations* illustrate different speaking strategies, such as how to open and close conversations, ask follow-up questions, take turns, and use filler words (e.g., *well*, *you know*, *so*). Moreover, almost all other exercises offer fun, personalized speaking practice and opportunities to share opinions.

Listening

The listening syllabus emphasizes task-based listening activities and incorporates both top-down processing skills (e.g., making predictions) and bottom-up processing skills (e.g., decoding individual words). The *Listening* exercises for all levels provide focus questions or tasks that give students a purpose for listening, while graphic organizers such as charts provide note-taking support. Moreover, most *Conversations* in Levels 1 to 3 provide follow-up listening tasks (e.g., *Listen to the rest of the conversation. What happened?*). Additional listening practice is provided in the Self-study section at the back of the Student's Book.

Reading

In the *Reading* exercises, students read a variety of text types (e.g., newspaper and magazine articles, surveys, letters) for different purposes. For example, they skim the texts for main ideas, scan them for specific information, or read them carefully for details. Then they complete exercises that help develop reading strategies and skills, such as inferencing and guessing meaning from context. They also discuss their opinions about the readings.

Writing

Levels 1 to 3 include a writing syllabus. In the *Writing* exercises, students write a variety of real-world text types (e.g., e-mail messages, postcards, memos). These exercises recycle and review the themes, vocabulary, and grammar in the unit. Students typically look at writing models before they begin writing. They use their experiences and ideas in their writing, and then share their writing with their classmates.

Pronunciation

The pronunciation syllabus focuses on important features of spoken English, such as word stress, intonation, and linked sounds. Every unit includes a *Pronunciation* exercise, the approach being that students benefit most from practicing a little pronunciation on a regular basis. In each unit, students typically notice and then practice a pronunciation feature linked to the new grammar or vocabulary.

CUSTOMIZATION

It's important for teachers to adapt the course materials to the needs, interests, ages, and learning styles of their students. The Teacher's Edition provides numerous additional resources that help teachers tailor their classes for maximum learning and enjoyment. For example, *Games* provide stimulating and fun ways to review or practice skills. In addition, *Fresh ideas* provide stimulating and fun techniques for presenting and reviewing the exercises. Moreover, there are *Photocopiables* for one exercise in every unit, or handouts for innovative supplementary activities.

ASSESSMENT

Interchange Third Edition has a complete and flexible assessment program. The *Progress checks* in the Student's Book encourage students to self-assess their progress in key skill areas after every two units. *Oral quizzes* and *Written quizzes* in the Teacher's Edition provide more formal assessment. In addition, the *Placement and Evaluation Package* is an indispensable tool for placing students at the correct level and regularly evaluating progress.

Student's Book overview

Every unit in *Interchange Third Edition* contains two cycles, each of which has a specific topic, grammar point, and function. The units in Level 3 contain a variety of exercises, including a Snapshot, Conversation, Pronunciation, Grammar Focus, Listening, Speaking (or Discussion/Role Play), Writing, Word Power, Perspectives, Interchange Activity, and Reading. The sequence of these exercises differs from unit to unit. Here is a sample unit from Level 3.

CYCLE 1 (Exercises 1–6)

Topic: entertainment

Grammar: passive

Function: describe steps in a process

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1 SNAPSHOT

MOVIE FIRSTS

<p>The first . . .</p> <p>Silent narrative film – <i>The Great Train Robbery</i> (1903)</p> <p>Mickey Mouse cartoon (1928)</p> <p>Drive-in movie theater (1933)</p> <p>Color epic – <i>Gone with the Wind</i> (1939)</p> <p>Full-length three-dimensional (3-D) feature film – <i>House of Wax</i> (1953)</p>	<p>Movie to gross \$100 million – <i>Jaws</i> (1975)</p> <p>IMAX 3-D film – <i>We are Born of Stars</i> (1985)</p> <p>Advanced computer technology – <i>Terminator 2</i> (1991)</p> <p>Computer-animated feature film – <i>Toy Story</i> (1995)</p> <p>Movie to gross over \$1 billion – <i>Titanic</i> (1998)</p>
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Sources: New York Public Library Book of Chronologies; IMAX Corporation; SIGGRAPH; www.onlygoodmovies.net; www.pbs.org

Have you ever seen any of these movies? Did you enjoy them?

Have you ever seen a silent film? a Mickey Mouse cartoon? a 3-D film?

a movie at a drive-in? an IMAX film?

Are there many movies made in your country? Name a few of your favorites.

2 CONVERSATION Movies are hard work!

A Listen and practice.

Ryan: Working on movies must be really exciting.

Nina: Oh, yeah, but it's also very hard work.

A one-minute scene in a film can take days to shoot.

Ryan: Really? Why is that?

Nina: Well, a scene isn't filmed just once. Lots of different shots have to be taken. Only the best ones are used in the final film.

Ryan: So, how many times does a typical scene need to be shot?

Nina: It depends, but sometimes as many as 20 times. One scene may be shot from five or six different angles.


Ryan: Wow! I didn't realize that.

Nina: Why don't you come visit the studio? I can show you how things are done.

Ryan: Great, I'd love to!

B Listen to the rest of the conversation.

What else makes working on movies difficult?



SNAPSHOT

- Introduces the unit or cycle topic
- Presents vocabulary for discussing the topic
- Uses real-world information
- Provides personalized guided discussion questions

CONVERSATION

- Provides structured listening and speaking practice
- Introduces the meaning and use of the Cycle 1 grammar in context
- Uses pictures to set the scene and illustrate new vocabulary
- Provides follow-up listening tasks

GRAMMAR FOCUS

- Summarizes the Cycle 1 grammar
- Includes audio recordings of the grammar
- Provides controlled grammar practice in realistic contexts, such as short conversations
- Promotes freer, more personalized speaking practice

LISTENING

- Provides pre-listening focus tasks or questions
- Develops a variety of listening skills, such as listening for main ideas and details

3 GRAMMAR FOCUS

The passive to describe process

is/are + past participle
A scene **isn't filmed** just once.
Only the best shots **are used**.

Modal + be + past participle
One scene **may be shot** from five or six different angles.
Lots of different shots **have to be taken**.

A The sentences below describe how a movie is made. First, complete the sentences using the passive. Then compare with a partner.

Before filming

- ☐ To complete the script, it has to (divide) into scenes, and the filming details need to (write out).
- ☒ First, an outline of the script has to (prepare).
- ☐ Next, actors (choose), locations (pick), and costumes (design). Filming can then begin.
- ☐ Then the outline (expand) into a script.
- ☐ After the script (complete), a director must (hire).



During and after filming

- ☐ The final film you see on the screen (create) by the director and editor out of thousands of different shots.
- ☐ Soon after the film has been edited, music (compose) and sound effects may (add).
- ☐ After the filming (finish), the different shots can then (put together) by the editor and director.
- ☒ Once shooting begins, different shots (film) separately. Scenes may (not shoot) in sequence.



B Pair work Number the sentences in part A (before filming: from 1 to 5; during and after filming: from 6 to 9).

4 LISTENING I love my job!

A Listen to an interview with a TV producer. Write down three things a producer does.

Things a producer does	Personality traits
.....
.....
.....

B Listen again. What are three personality traits a producer should have? Complete the chart.

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5 SPEAKING Step by step

A Pair work Put the pictures in order and describe the steps in each process. Use the vocabulary to help you. How many more steps can you think of?

1. A theater performance: actors, costumes, play, sets, build, design, rehearse, perform



2. The making of a newspaper: articles, reporters, research, interviews, print, distribute



A: Preparing for a theater performance requires many steps.

First, the script must be written.

B: Right! And after that, the actors are chosen.

C: Then, ...

B Pair work Choose another topic or event: a fashion show, a rock concert, a TV sitcom, or a game. Come up with as many steps as you can think of.

C Group work Compare your information from part B with another pair. Are any steps missing?

6 WRITING Describing a process

A Write about one of the topics from Exercise 5 or use your own idea. Describe the different steps in the process.

Planning a musical is complicated. Before anything else happens, a story must be written. Once the story is written, the rest of the preparations take place. First, music and lyrics need to be composed to accompany the story. Then, a producer must be found. After that, ...

B Pair work Read your partner's paper. Can you think of any more steps?



SPEAKING

- Provides communicative tasks that help develop oral fluency
- Recycles grammar and vocabulary in the cycle
- Includes pair work, group work, and class activities

WRITING

- Provides a model writing sample
- Develops skills in writing different texts, such as postcards and e-mail messages
- Reinforces the vocabulary and grammar in the cycle or unit