

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



含4张CD

剑桥大学出版社
CAMBRIDGE UNIVERSITY PRESS

TEACHER'S EDITION

Third Edition (第3版)

interchange

剑桥国际英语教程

Jack C. Richards

with Jonathan Hull and Susan Proctor

Interchange Third Edition Teacher's Edition
revision prepared by Kate Cory-Wright

教师用书

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS
剑桥大学出版社
CAMBRIDGE UNIVERSITY PRESS
北京 BEIJING

含4张CD

TEACHER'S EDITION

京权图字：01 - 2006 - 7661

Interchange Third Edition Teacher's Edition 1 by Jack C. Richards, Jonathan Hull and Susan Proctor first published by Cambridge University Press 2005

This reprint edition for the People's Republic of China is published by arrangement with the Press Syndicate of the University of Cambridge, Cambridge, United Kingdom.

© Cambridge University Press & Foreign Language Teaching and Research Press 2007

This book is in copyright. No reproduction of any part may take place without the written permission of Cambridge University Press or Foreign Language Teaching and Research Press.

本书版权由剑桥大学出版社和外语教学与研究出版社共同所有。本书任何部分之文字及图片，如未获得两社书面同意，不得用任何方式抄袭、节录或翻印。

This edition is for sale in the mainland of China only, excluding Hong Kong SAR, Macao SAR and Taiwan, and may not be bought for export therefrom.

只限中华人民共和国境内销售，不包括香港、澳门特别行政区及台湾省。不得出口。

图书在版编目(CIP)数据

剑桥国际英语教程(第3版) = *Interchange (Third Edition)*: 教师用书. 1 / (美)理查兹(Richards, J.C.)等编著. — 北京: 外语教学与研究出版社, 2007. 1

含4张CD

ISBN 978 - 7 - 5600 - 6244 - 0

I. 剑… II. 理… III. 英语—教学参考资料 IV. H31

中国版本图书馆CIP数据核字(2006)第148760号

出版人: 李朋义

责任编辑: 朱 宁

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路19号(100089)

网 址: <http://www.fltrp.com>

印 刷: 北京画中画印刷有限公司

开 本: 889×1194 1/16

印 张: 24.25

版 次: 2007年2月第1版 2007年4月第2次印刷

书 号: ISBN 978 - 7 - 5600 - 6244 - 0

定 价: 119.00元(含4张CD)

* * *

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)88817519

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 个活用语。

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。入门级各单元包括文化点滴 (Snapshot)、会话练习 (Conversation)、语法重点 (Grammar Focus)、词汇扩展 (Word Power)、语音 (Pronunciation)、听力 (Listening)、阅读 (Reading)、口语 (Speaking)、交流活动 (Interchange Activity) 等部分。这些部分在每单元的出现顺序不尽相同。下面是第1级的一个样章。

第1环节 (练习1~7)

主题: 休闲活动

语法: 一般过去时

功能: 谈论周末

7 We had a great time!

1 SNAPSHOT

In Their Free Time The Top Eight Leisure-Time Activities in the United States

<input type="checkbox"/> read	<input type="checkbox"/> watch TV	<input type="checkbox"/> spend time with family	<input type="checkbox"/> fish
<input type="checkbox"/> do gardening	<input type="checkbox"/> play sports	<input type="checkbox"/> go to the movies	<input type="checkbox"/> spend time with friends

Check (✓) the activities you do in your free time.
List three other activities you do in your free time.
Put the activities you do in order from your favorite to your least favorite.

2 CONVERSATION Did you do anything special?

A Listen and practice.

Rick: So, what did you do last weekend, Meg?
Meg: Oh, I had a great time. I went to a karaoke bar and sang with some friends on Saturday.
Rick: That sounds like fun. Did you go to Lucky's?
Meg: No, we didn't. We went to that new place downtown. How about you? Did you go anywhere?
Rick: No, I didn't go anywhere all weekend. I just stayed home and studied for today's Spanish test.
Meg: Our Spanish test is today? I forgot all about that!
Rick: Don't worry. You always get an A.

B Listen to the rest of the conversation. What did Meg do on Sunday?

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

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
- 引导个性化的发音练习

3 GRAMMAR FOCUS

Simple past

Did you **work** on Saturday?
Yes, I **did**. I **worked** all day.
No, I **didn't**. I **didn't work** at all.

What did Rick do on Saturday?
He **stayed** home and **studied** for a test.

Did you go anywhere last weekend?
Yes, I **did**. I **went** to the movies.
No, I **didn't**. I **didn't go** anywhere.

How did Meg spend her weekend?
She **went** to a karaoke bar and **sang** with some friends.

For a list of irregular past forms, see the appendix at the back of the book.

A Complete these conversations. Then practice with a partner.

- A: _____ you _____ (stay) home on Saturday?
B: No, I _____ (call) my friend. We _____ (drive) to a café for lunch.
- A: How _____ you _____ (spend) your last birthday?
B: I _____ (have) a party. Everyone _____ (enjoy) it, but the neighbors _____ (not, like) the noise.
- A: What _____ you _____ (do) last night?
B: I _____ (go) to the new Jim Carrey film. I _____ (love) it!
- A: _____ you _____ (do) anything special over the weekend?
B: Yes, I _____, I _____ (go) shopping. Unfortunately, I _____ (spend) all my money. Now I'm broke!
- A: _____ you _____ (go) out on Friday night?
B: No, I _____, I _____ (invite) friends over, and I _____ (cook) dinner for them.

regular verbs

work → worked
invite → invited
study → studied
stop → stopped

irregular verbs

do → did
forget → forgot
have → had
go → went
sing → sang
spend → spent

B **Pair work** Take turns asking the questions in part A. Give your own information when answering.

A: Did you stay home on Saturday?
B: No, I didn't. I went out with some friends. We saw the new Brad Pitt movie.

4 PRONUNCIATION Reduction of did you

A Listen and practice. Notice how **did you** is reduced in the following questions.

[dɪdʒə] [wɒddɪʒə]
Did you have a good time? What did you do last night?

B **Pair work** Practice the questions in part A of Exercise 3 again. Pay attention to the pronunciation of **did you**.

We had a great time! * 45

5 WORD POWER Chores and activities

A Find two other words or phrases from the list that usually go with each verb.

the bed a vacation a good time a trip shopping
a lot of fun the dishes dancing the laundry some photocopies

do _____ my homework
go _____ bowling
have _____ a party
make _____ a phone call
take _____ a day off

B Circle the things you did last weekend. Then compare with a partner.

A: I went bowling with my friends and had a good time.
B: I didn't have a very good time. I did the laundry and ...

6 DISCUSSION Any questions?

Group work Take turns. One student makes a statement about the weekend. Other students ask questions. Each student answers at least four questions.

- A: I went dancing on Saturday night.
B: **Where** did you go?
A: To the Rock-it Club.
C: **Who** did you go with?
A: I went with my brother.
D: **What time** did you go?
A: We went around 10:00.
E: **How** did you like it?
A: I ...



7 LISTENING What did you do last night?

A Listen to John and Laura describe what they did last night. Check (✓) the correct information about each person.

B Listen again. What did each person do? Take notes. Then take turns telling their stories to a partner.

	John	Laura
had a boring time	<input type="checkbox"/>	<input type="checkbox"/>
had a good time	<input type="checkbox"/>	<input type="checkbox"/>
met an old friend	<input type="checkbox"/>	<input type="checkbox"/>
got home late	<input type="checkbox"/>	<input type="checkbox"/>

46 • Unit 7

Word Power 词汇扩展

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

Discussion 讨论

- 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

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

第2环节(练习8~14)

主题: 假期

语法: be 的过去式

功能: 谈论假期

Conversation 会话练习

- 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
- 用插图展示对话情景和生词
- 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

8 CONVERSATION How was your vacation?

A Listen and practice.

Celia: Hi, Don. How was your vacation?
Don: It was excellent! I went to Hawaii with my cousin. We had a great time.
Celia: Lucky you. How long were you there?
Don: About a week.
Celia: Fantastic! Was the weather OK?
Don: Not really. It was cloudy most of the time. But we went surfing every day. The waves were amazing.
Celia: So, what was the best thing about the trip?
Don: Well, something incredible happened. You won't believe it.



B Listen to the rest of the conversation. What happened?

9 GRAMMAR FOCUS

Past of be

Were you in Hawaii? Yes, I was.
Was the weather OK? No, it wasn't.
Were you and your cousin on vacation? Yes, we were.
Were your parents there? No, they weren't.
How long were you away? I was away for a week.
How was your vacation? It was excellent!

Contractions
wasn't = was not
weren't = were not

Complete these conversations. Then practice with a partner.

- A: How long _____ your parents in Europe?
B: They _____ there for two weeks.
A: _____ they in London the whole time?
B: No, they _____. They also went to Paris.
- A: _____ you in Los Angeles last weekend?
B: No, I _____ in San Francisco.
A: How _____ it?
B: It _____ great! But it _____ foggy and cool as usual.
- A: _____ you away last week?
B: Yes, I _____ in Istanbul.
A: Really? How long _____ you there?
B: For almost a week. I _____ there on business.



We had a great time! • 47

10 DISCUSSION On vacation

A Group work Ask your classmates about their last vacations. Ask these questions or your own ideas.

Where did you spend your last vacation? What did you do there?
How long were you away? How was the weather? the food?
Who were you with? Do you want to go there again?

B Class activity Who had an interesting vacation? Tell the class who and why.

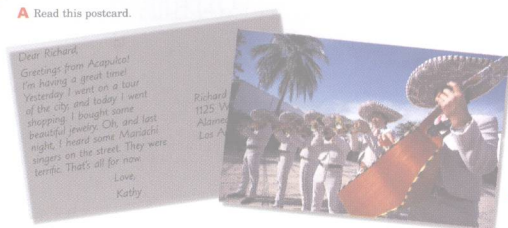
11 LISTENING Welcome back.

Listen to Jason and Barbara talk about their vacations. Complete the chart.

Vacation place	Enjoyed it?		Reason(s)
	Yes	No	
Jason _____	<input type="checkbox"/>	<input type="checkbox"/>	
Barbara _____	<input type="checkbox"/>	<input type="checkbox"/>	

12 WRITING A postcard

A Read this postcard.



B Write a postcard to a partner about your last vacation. Then exchange postcards. Do you have any questions about the vacation?

13 INTERCHANGE 7 Vacation disasters

Imagine you took a vacation but everything went wrong. Go to Interchange 7.

讨论

- 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

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

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、阅读文章细节和信息排序
- 鼓励个性化的讨论和分析

14 READING Vacation postcards

Look at the pictures. What do you think each person did on his or her vacation?

1
IORANA!
 Anita,
 I can't believe my trip is almost over. I came to Easter Island, just two weeks ago. I was with a group from the university. We stayed with families that live on the island. We studied the stone statues, called moai, and the cave paintings. I really learned a lot. I'm tired, but I loved every minute of my trip.
 Take care, Margaret
 PS: On Easter Island, Iorana means "Hello!"

2
 Hi Luis!
 My Hawaiian vacation just ended, and I am very well rested! I spent my whole vacation at a spa. Every day for a week, I exercised, did yoga, meditated, and ate vegetarian food. I also went swimming and snorkeling. I feel fantastic! I'm looking forward to seeing you soon.
 Love, Debbie

3
 Dear Michelle,
 Alaska is terrific! I just returned from a trip to the Arctic National Wildlife Refuge. There were six people on the trip. We camped outside for ten days. Then we took rafts to the Arctic Ocean. I saw a lot of wildlife, including some caribou. Now, I'm going to Anchorage. See you soon!
 Kevin



A Read the postcards. Then write the number of the postcard where each sentence could go.

- _____ I lost five pounds and feel terrific!
- _____ This was kind of dangerous, but we got there safely!
- _____ It's a tiny island about 2,300 miles west of Santiago, Chile.

B Pair work Talk about these questions. Explain your answers.

1. Which person learned a lot on vacation?
2. Who had a vacation that was full of adventure?
3. Who had a very relaxing vacation?
4. Which vacation sounds the most interesting to you?

We had a great time! • 49

interchange 7 VACATION DISASTERS

A Imagine you went on a vacation recently, but everything went wrong. Use the ideas below to help you describe what happened. Check (✓) one item in each category.

Weather <input type="checkbox"/> It rained the whole time. <input type="checkbox"/> It was too hot. <input type="checkbox"/> It was freezing cold. <input type="checkbox"/> _____ (your own idea)	Flight <input type="checkbox"/> The plane was full, so you couldn't get on. <input type="checkbox"/> The plane was three hours late. <input type="checkbox"/> Your luggage went to another city. <input type="checkbox"/> _____ (your own idea)
Hotel <input type="checkbox"/> The food was terrible. <input type="checkbox"/> There were insects in the room. <input type="checkbox"/> The service was awful. <input type="checkbox"/> _____ (your own idea)	Tour Guide <input type="checkbox"/> The guide didn't know anything. <input type="checkbox"/> The guide got lost. <input type="checkbox"/> The guide was very rude. <input type="checkbox"/> _____ (your own idea)
People <input type="checkbox"/> The people in your group weren't fun. <input type="checkbox"/> The other tourists were rude. <input type="checkbox"/> You didn't meet anyone interesting. <input type="checkbox"/> _____ (your own idea)	Other <input type="checkbox"/> You lost your passport. <input type="checkbox"/> You had an argument with your family. <input type="checkbox"/> You got sick. <input type="checkbox"/> _____ (your own idea)



B Pair work Ask your partner about his or her vacation. Then change roles.

- A: So, how was your vacation?
 B: It was OK, but a lot of things went wrong.
 A: Really? What happened?
 B: First of all, the plane was full, so we couldn't get on. Then, ...

Interchange 7

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1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)

We had a great time!

Cycle 1, Exercises 1-7

1 SNAPSHOT

Learning objectives: learn vocabulary for discussing leisure activities

- Books closed. Ask: "What do you do in your free time?" Help with vocabulary as needed. Write Ss' responses on the board.
- Option: Ask Ss to guess the top eight leisure activities in the U.S. Later, Ss compare their ideas with the Snapshot.
- Books open. Ask different Ss to read the leisure activities aloud. Point out that these are the top eight leisure activities in the U.S. Elicit or explain any new vocabulary.

In Unit 7, students discuss daily, leisure, and vacation activities. In Cycle 1, they talk about daily and leisure activities using the simple past with both regular and irregular verbs. In Cycle 2, they talk about vacations using the past tense of be.

- Ask: "Does anything on this list surprise you? What?" Elicit Ss' answers.
- Read and explain the three tasks. Point out that, for the last task, Ss should list the activities starting with their favorite.
- Ss complete the tasks individually. Go around the class and give help as needed.
- Elicit Ss' responses.
- Option: Use Ss' responses to make a list of the top eight activities for the class.
- For a new way to practice the Snapshot vocabulary, try Vocabulary Steps on page T-154.

2 CONVERSATION

Learning objectives: practice a conversation about weekend activities; say the simple past in context

- A (CD 2 Track 10) Set the scene. Rick and Meg are talking about their weekends. Ask Ss to use the pictures to predict what each person did. Elicit or explain vocabulary in the pictures (e.g., karaoke).
- Option: Ss list all the words they can see in the pictures. Find out who has the most words.
- Books closed. Write these focus questions on the board:
 1. What did Meg do on Saturday?
 2. What did Rick do?
- Play the audio program. Ss listen for the answers. Then elicit the answers. (Answers: 1. She went to a karaoke bar and sang with some friends. 2. He stayed home all weekend and studied for the Spanish test.)
- Books open. Play the audio program again. Ss listen and read silently.
- Ss practice the conversation in pairs. Go around the class and give help as needed.
- For a new way to practice this Conversation, try the *Disappearing Dialog* on page T-151.

- B (CD 2 Track 11) Read the focus question aloud. Ask Ss to guess. Write some of their ideas on the board.
- Play the audio program. Ss work individually. Then go over the answer with the class.

Audio script
Rick: So, Meg, what did you do on Sunday?
Meg: I stayed home in the morning. I just watched TV and read.
Rick: How about in the afternoon?
Meg: Oh, I worked. I have a part-time job at the university bookstore.
Rick: I didn't know you had a job.
Meg: Yeah, I'm a cashier there.

Answer
She stayed home in the morning. She watched TV and read. She went to work in the afternoon.

For more practice talking about last weekend's activities, play the *Chain Game* on page T-145.

TIP To help Ss who are weak at listening, write the answers on the board. That way, they can see the answers.

T-44

5 WORD POWER

Learning objectives: learn vocabulary for chores and activities; learn collocations with do, go, have, make, and take

- A Copy the chart onto the board. Explain the task.
- Ss complete the task in pairs. Go around the class and give help with new vocabulary.
- Option: Allow Ss to use dictionaries.
- Ask different Ss to write their answers on the board. Give help with any collocations they don't know.
- Option: Ss sit in a circle. One S says a verb (e.g., take). The next S says a collocation (e.g., a trip).

Answers	do	my homework	the dishes	the laundry
go	bowling	shopping	dancing	
have	a party	a good time	a lot of fun	
make	a phone call	the bed	some photographs	
take	a day off	a vacation	a trip	

- B Explain the task. Ss complete the task and compare with a partner.

For a new way to teach this exercise, try the *Collocations Survey* on page T-157.

6 DISCUSSION

Learning objectives: discuss activities using the simple past; develop the skill of asking follow-up questions

- Group work Model the example discussion with four Ss.
- Point out that a good listener shows interest in a conversation by asking follow-up questions.

- Ss complete the activity in groups. Remind Ss to use reduced forms of *did* and *do*.
- Option: The Ss get one point for each follow-up question they ask. The Ss with the most points in each group win.

7 LISTENING

Learning objectives: develop skills in listening for main ideas and details

- A (CD 2 Track 13) Write two columns on the board, one with the heading *Good* and one with the heading *Boring*.
- Set the scene. Ask: "Did you have a good time or a boring time last night? What did you do?" List Ss' activities in the correct columns.
- Explain the task. Play the audio program and Ss complete the chart.
- Ss compare answers in pairs. Then go over answers with the class.

Audio script

Laura: So, what did you do last night, John?
John: Uh, I went to my boss's house for dinner.
Laura: Really? How was it?
John: Oh, the food was OK, but the people weren't very interesting. They talked about football all night, and I hate football. Then we watched some boring sports videos. I didn't get home until after midnight.
Laura: Well, that doesn't sound like much fun. I had a great time last night! I went to a party and met an old school friend of mine. We haven't seen each other for years, so we had lots to talk about. We stayed at the party all night!
John: Hmm, it sounds like you had a much better time than I did.
Laura: Yeah, I guess you're right.

Answers	John	Laura
had a boring time	✓	
had a good time		✓
met an old friend		✓
got home late	✓	

- B (CD 2 Track 14) Explain the task. Point out that Ss will take notes about each person's night. They will use the notes to tell a story.
- Play the audio program. Ss take notes.
- Ss work in pairs. One S retells John's story, and the other S retells Laura's story.

End of Cycle 1

Do your students need more practice?

Assign ...	for more practice in ...
Workbook Exercises 1-7 on pages 37-40	Grammar, Vocabulary, Reading, and Writing

We had a great time! • T-46

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

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

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

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。

Plan of Book 1

Titles/Topics	Speaking	Grammar
UNIT 1 PAGES 2-7		
Please call me Beth. Introductions and greetings; names; countries and nationalities	Introducing yourself; introducing someone; checking information; exchanging personal information; saying hello and good-bye	Wh-questions and statements with <i>be</i> ; questions: <i>what, where, who, and how</i> ; yes/no questions and short answers with <i>be</i> ; subject pronouns; possessive adjectives
UNIT 2 PAGES 8-13		
How do you spend your day? Jobs, workplaces, and school; daily schedules; clock time	Describing work and school; asking for and giving opinions; describing daily schedules	Simple present Wh-questions and statements; question: <i>when</i> ; time expressions: <i>at, in, on, around, early, late, until, before, and after</i>
PROGRESS CHECK PAGES 14-15		
UNIT 3 PAGES 16-21		
How much is it? Shopping and prices; clothing and personal items; colors and materials	Talking about prices; giving opinions; discussing preferences; making comparisons; buying and selling things	Demonstratives: <i>this, that, these, those; one and ones</i> ; questions: <i>how much and which</i> ; comparisons with adjectives
UNIT 4 PAGES 22-27		
Do you like rap? Music, movies, and TV programs; entertainers; invitations and excuses; dates and times	Talking about likes and dislikes; giving opinions; making invitations and excuses	Yes/no and Wh-questions with <i>do</i> ; question: <i>what kind</i> ; object pronouns; modal verb <i>would</i> ; verb + <i>to</i> + verb
PROGRESS CHECK PAGES 28-29		
UNIT 5 PAGES 30-35		
Tell me about your family. Families; typical families	Talking about families and family members; exchanging information about the present; describing family life	Present continuous yes/no and Wh-questions, statements, and short answers; quantifiers: <i>all, nearly all, most, many, a lot of, some, not many, a few, and few</i> ; pronoun: <i>no one</i>
UNIT 6 PAGES 36-41		
How often do you exercise? Sports, fitness activities, and exercise; routines	Asking about and describing routines and exercise; talking about frequency; discussing sports and athletes; talking about abilities	Adverbs of frequency: <i>always, almost always, usually, often, sometimes, hardly ever, almost never, and never</i> ; questions: <i>how often, how long, how well, and how good</i> ; short answers
PROGRESS CHECK PAGES 42-43		
UNIT 7 PAGES 44-49		
We had a great time! Free-time and weekend activities; chores; vacations	Talking about past events; giving opinions about past experiences; talking about vacations	Simple past yes/no and Wh-questions, statements, and short answers with regular and irregular verbs; past of <i>be</i>
UNIT 8 PAGES 50-55		
What's your neighborhood like? Stores and places in a city; neighborhoods; houses and apartments	Asking about and describing locations of places; asking about and describing neighborhoods; asking about quantities	<i>There is/there are; one, any, and some</i> ; prepositions of place; quantifiers; questions: <i>how many and how much</i> ; count and noncount nouns
PROGRESS CHECK PAGES 56-57		

Pronunciation/Listening

Writing/Reading

Interchange Activity

Linked sounds

Listening for names and countries

Self-study: Listening for personal information

Writing questions requesting personal information

“What’s in a Name?”: Reading about popular names

“Getting to know you”: Collecting personal information about classmates

Syllable stress

Listening to descriptions of jobs and daily schedules

Self-study: Listening to a description of a weekly schedule

Writing a biography of a classmate

“Why Do You Need a Job?”: Reading about people who need jobs

“Common ground”: Finding similarities in classmates’ daily schedules

Sentence stress

Listening to people shopping; listening for items, prices, and opinions

Self-study: Listening to people discussing clothing options

Writing a comparison of prices in different countries

“The World’s Online Marketplace™ – eBay!”: Reading about online shopping

“Flea market”: Buying and selling things

Intonation in questions

Identifying musical styles; listening for likes and dislikes

Self-study: Listening to people making invitations

Writing a text message

“Christina Aguilera”: Reading about a famous entertainer

“What’s the question?”: Writing and asking questions

Intonation in statements

Listening for family relationships

Self-study: Listening to an interview with a new student

Writing an e-mail about family

“The Changing Family”: Reading about an American family

“Family facts”: Finding out information about classmates’ families

Intonation with direct address

Listening to people talking about free-time activities; listening to descriptions of sports participation

Self-study: Listening to a quiz about health and fitness

Writing about favorite activities

“Health and Fitness Quiz”: Reading about and taking a quiz

“Do you dance?”: Finding out about classmates’ abilities

Reduction of *did you*

Listening to descriptions and opinions of past events and vacations

Self-study: Listening to a police officer interviewing a possible thief

Writing a postcard

“Vacation Postcards”: Reading about different kinds of vacations

“Vacation disasters”: Describing a terrible vacation

Reduction of *there is/there are*

Listening for locations and descriptions of places

Self-study: Listening for locations in a neighborhood

Writing a roommate wanted ad
“The World in One Neighborhood”: Reading about a New York City neighborhood

“Neighborhood committee”: Making a neighborhood a better place

Titles/Topics	Speaking	Grammar
UNIT 9 PAGES 58-63		
What does she look like? Appearance and dress; clothing and clothing styles; people	Asking about and describing people's appearance; identifying people	Questions for describing people: <i>What . . . look like, how old, how tall, how long, and what color</i> ; modifiers with participles and prepositions
UNIT 10 PAGES 64-69		
Have you ever ridden a camel? Past experiences; unusual activities	Describing past experiences; exchanging information about past experiences and events	Present perfect yes/no and Wh-questions, statements, and short answers with regular and irregular past participles; <i>already</i> and <i>yet</i> ; present perfect vs. simple past; <i>for</i> and <i>since</i>
PROGRESS CHECK PAGES 70-71		
UNIT 11 PAGES 72-77		
It's a very exciting place! Cities; hometowns; countries	Asking about and describing cities; asking for and giving suggestions; talking about travel and tourism	Adverbs before adjectives; conjunctions: <i>and, but, though, and however</i> ; modal verbs <i>can</i> and <i>should</i>
UNIT 12 PAGES 78-83		
It really works! Health problems; medication and remedies; products in a pharmacy	Talking about health problems; asking for and giving advice; making requests; asking for and giving suggestions	Infinitive complements; modal verb <i>should</i> for suggestions; modal verbs <i>can, could, and may</i> for requests
PROGRESS CHECK PAGES 84-85		
UNIT 13 PAGES 86-91		
May I take your order? Food and restaurants	Expressing likes and dislikes; agreeing and disagreeing; ordering a meal	<i>So, too, neither, and either</i> ; modal verbs <i>would</i> and <i>will</i> for requests
UNIT 14 PAGES 92-97		
The biggest and the best! World geography and facts; countries	Describing countries; making comparisons; expressing opinions; talking about distances and measurements	Comparative and superlative forms of adjectives; questions: <i>how far, how big, how high, how deep, how long, how hot, and how cold</i>
PROGRESS CHECK PAGES 98-99		
UNIT 15 PAGES 100-105		
I'm going to a soccer match. Invitations and excuses; leisure-time activities; telephone messages	Talking about plans; making invitations; accepting and refusing invitations; giving reasons; taking and leaving messages	Future with present continuous and <i>be going to</i> ; messages with <i>tell</i> and <i>ask</i>
UNIT 16 PAGES 106-111		
A change for the better! Life changes; plans and hopes for the future	Exchanging personal information; describing changes; talking about plans for the future	Describing changes with the present tense, the past tense, the present perfect, and the comparative; verb + infinitive
PROGRESS CHECK PAGES 112-113		
SELF-STUDY		