

# new interchange

English for international communication

## 剑桥国际英语教程

Dorothy E. Zemach

video  
activity  
book

3

录像活动用书



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## 剑桥国际英语教程

### 录像活动用书 3

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# 教材简介

## ■ 总体介绍

《剑桥国际英语教程》(*New Interchange*)是国际上最受欢迎、最有影响的英语教材之一。它总结8年来全球使用的课堂实践经验,经广泛征求学生和教师意见,对原教材*Interchange*进行了多方面的完善、提高。主要的修订包括:加入了新的会话练习(*Conversations*),新的文化点滴(*Snapshots*),新的阅读练习(*Readings*),更广泛的语法点讲解和练习(*Grammar Focus models and activities*),更加丰富的听力材料。同时教师用书、练习册和录像内容也相应地做了大量修订。

《剑桥国际英语教程》是专为非英语国家的学习者编写的大型英语教程。教程的内容包括听、说、读、写四种技能,同时进行语音训练和词汇扩展,尤其强调听说技能的培养。本书的首要目标是培养英语交际能力,即:根据交际情景,交际目的和交流对象灵活运用英语的能力。本书主要使用美国英语,但是其内容并不局限于某一个国家、地区或文化,而是反映了英语作为国际交流用语的丰富性和多元性。

本教程共分4级:入门级,1级,2级,3级。

**入门级:**针对没有英语基础的“真正”初学者,讲解基础语法结构、词汇和语言功能。

- 1 级:**针对有初级英语水平的学习者,旨在进一步培养语法、词汇和语用技能,使学习者达到初高级水平。
- 2 级:**针对有初高级英语水平的学习者,旨在进一步培养语法、词汇和语用技能,使学习者达到中级水平。
- 3 级:**针对有中级英语水平的学习者,培养学习者用比较流利、精确的英语进行交际的能力。

本教材通过大量富于启发性、挑战性的练习活动,使学生能够进一步巩固和发展他们用英语交际的能力。除应用型技能练习外,教材还设计了各种更高级的语篇理解能力练习。听力练习包括:听叙述、听广告、听讨论、听采访。阅读活动包括:跨文化交际主题,生活方式主题,不同的价值观主题等取材真实的阅读篇章。

完成所有4级的学习之后,学习者可以达到中高级水平。

## ■ 课时安排

每级课时安排为70到120小时(中国老师的实际使用时间约为90-150小时)。如果可用课时较多,可以借助教师用书中建议的可供选用的活动适当增加内容,延长课时。如果可用课时较少,可以适当减少交流活动、阅读、写作、扩展活动和练习册方面的时间安排。

为便于教师根据实际课时灵活安排教学,学生用书和练习册有两个版本——全一册和上下分册版本(A、B本)。上下分册版本每册课时安排为35到60小时(中国老师的实际使用时间约为45-75小时)。

## ■ 教材组成

### ■ Student's Book 学生用书(彩色)

每册学生用书包括16个学习单元和4个复习单元。每单元练习分为话题性和/或功能性两类。我们称这两组练习为两个“环节(cycles)”。在书的后一部分中还有一整套针对各单元的交际活动(*Interchange Activities*),以及单元小结(*Unit Summaries*)。

### ■ Teacher's Edition 教师用书(彩色)


对每一个教学步骤都做了详尽的指导,包括语法点讲解、文化背景知识、辅助活动设计、完整的练习答案和听力活动的录音文本。后一部分包括交际活动指导、辅助活动索引(*Optional Activities Index*)、辅助活动扩展(*Additional Optional Activities*)、4套课堂用的教学成果测试题(*achievement tests*)、测试题录音文本、参考答案、以及练习册练习答案等。

教师用书采用活页装订,编排独特——学生用书中的原页和相应的教师指导左右对照。携带方便,一本全能。

### ■ Workbook 练习册

通过形式多样的练习,加强学生的语法、阅读、写作、拼写和词汇能力。每单元6页,与学生用书同步并行。其中的“复习题”(Review Exercises)把已学要点放在新话题、新环境中循环巩固。既可在课堂使用,也可作为家庭作业。

### ■ Class Audio Cassettes 课堂用音带

供教师在课堂教学中使用。既包括学生用书中的会话活动 (Conversation)、语法重点范例 (Grammar Focus models)、语音练习 (Pronunciation exercises)、听力活动 (Listening activities), 也包括教师用书中测试题的听力录音。录音中的语音自然悦耳, 既包括各种地道的英语国家口音, 也包括一些非英语国家的英语学习者的口音。教材中凡有录音的练习都标注有  符号。

### ■ Student's Audio Cassettes 学生用音带

学生用音带供学生自学用。包括学生用书中的会话活动 (Conversation)、语法重点和语音练习。每册含 A, B 两盘, 与 A, B 册分别对应。

### ■ Video Program 录像

Video Activity Book 录像活动用书 (彩色)

Video Teacher's Guide 录像教师用书

录像主要用来复习和扩展学生用书中的话题和语言点, 包括情节幽默有趣的“剧情故事” (dramatized sequences) 和“纪实短片” (documentary sequences), 针对学生用书中的语言和词汇进行巩固和延伸。

录像活动用书为每个故事和短片都设计了循序渐进的理解和会话活动, 以及丰富的语言练习。

录像教师用书则为教师们做了周到的教学安排, 提供了全面细致的教学方法, 比如全面的参考答案、录像故事的剧本等。

### ■ CD-ROM 多媒体光盘

CD-ROM 与学生用书配合使用, 复习巩固课堂中所学内容。可用于家庭自学, 也可在课堂和语言教室中使用。

CD-ROM 内容依据 16 个单元进行编排, 核心内容取自录像中的“剧情故事”部分, 部分活动以录像活动用书的内容为基础。

每张光盘含有 150 个活动, 学生可以根据需要和喜好自由选择。另外, 为检测学生的学习成果, 光盘中还有 4 套测试题。

### ■ Placement and Evaluation Package 评估测试包

帮助教师更有效地测评学生水平, 包括“定级测试”(Placement test) 和“成绩测试”(Achievement tests) 两种。“定级测试”帮助教师评定学生的英语能力, 合理安排学生的分级学习; “成绩测试”和针对每一单元的小测验帮助教师了解学生对所学内容的掌握程度。测试题型包括: 听力、阅读、口语。针对测试, 评估测试包还为教师设计了详细的评分标准和口语考试组织方法。

### ■ Lab Cassettes 学生自学用音带

可以在语言教室中使用, 也可以学生自学用。

## ■ 教学思想和教学方法

本教材旨在教学生如何在日常情境中, 如学校、社会生活、工作和休闲活动中, 流利、正确地使用英语。其基本教学思想是: 只有在真实的交流情境中, 外语或第二语言的学习才更有意义, 更有效, 更有成就感。基于这种思想, 本套教材不仅为学生提供了自然、实用的鲜活的英语, 还给学生提供各种机会用所学的语言讲述自己的知识和经历, 表达自己的思想和观点, 从而把所学英语化为自己的语言, 真正达到学以致用。

## ■ 主要特色

### ■ 国际化内容

话题富有时代感, 与教师和学生的生活都密切相关。既适用于学生背景相近的班级, 也适用于学生背景差距较大的班级。

### ■ 综合性大纲

本教材的宗旨是多种技能综合培养, 其教学大纲将话题、交际功能和语法紧密结合。语法作为学习第二语言或外语的基础, 总是在一定的交际环境中进行讲解, 配以以精确性为基础的由教师指导的控制型练习活动, 和以流利性为基础的交流性练习活动。教材通过这种方式, 在语法形式和交际功能之间建立一种联系。其教学遵



循序渐进的原则，逐级提高。

### ■ 实用有趣的学习活动

活泼有趣的各种活动为每个学生都提供了大量的练习机会，使每个学生都有充分的机会来运用自己所学的语言。教材中使用了大量的“信息差异”练习，角色扮演练习，以及两人对话、小组活动和班级活动。任务型练习和信息共享练习为学生提供了最大限度的交流实践机会。这种学习活动形式的不断变化不仅使课堂的节奏得到调整，也使每个学生都有更多的与同学交流的机会，同时使教材既适用于较大的课堂，也适用于较小的课堂。

### ■ 注重应用型技能和认知型技能的培养

应用和理解是语言学习的基础。本套教材中，学生的应用型技能通过会话和写作练习来训练，认知型技能则通过听力和阅读练习来训练。通过学习，学生可以学会理解比他们的应用型技能稍高一级的语言，从而可以走出教室、走入社会做好准备。

### ■ 教师和学生任务

教师的任务是讲解新的学习要点。在做两人对话、小组活动和角色扮演的时候，教师的作用是辅助性的，主要帮助学生为活动做准备，然后运用所掌握的语言资源完成活动。在这些活动中，教师只给学生少量的非正式指导，如稍微评价等。教师的主要任务应该是尽量鼓励学生来参与活动。

学生的任务是主动地、创造性地参与学习过程，不仅要主动运用课堂上学到的语言知识，还要灵活运用在生活其他方面的知识和语言资源。每个学生都应该是一个富有聪明才智、有独立思想和见解的个体。他们不仅通过各种课堂活动，如两人对话、小组活动和班级活动与别人交流学习语言，也通过灵活运用自己所掌握的知识 and 交际技能学习语言。

### ■ 易教易学的内容安排

本教材易于教学，教学重点清晰明确，单元内容组织得当，循序渐进，进度适中，可根据需要调控。此外，还有各种激发创造力的趣味性学习活动。

### ■ 复习单元，单元小结和测试

■ 复习单元：每四个单元之后有一个复习单元，复习前面四个单元中的教学要点。主要是口语练习（复习所学的语法，词汇，会话功能和表达方式）以及听力练习。这些练习也可以作为对学生口语应用能力和听力技能的一种非正式的测试。

■ 单元小结：这部分内容在学生用书的最后，是对每单元里主要应用型词汇的总结，同时包括功能表达法（functional expressions）和语法扩展。其中“重点词汇”部分列出了所有在本单元会话活动、词汇扩展、以及其他小组和班级活动中出现的应用型词汇。

■ 测试：教师用书中有测试学生学习效果的测试题及其答案和评分标准。每四个单元一套。所有的测试题都可以复印供全班使用。

### ■ 单元组织结构

单元内部不同练习题型的顺序安排因单元而异，但是基本上都遵循以下原则：每单元里有两个主要话题和功能，所有相关活动和练习都围绕这两个话题和功能安排。每单元的练习都可以归为两部分：在教学指导中这两部分被称为“环节1”和“环节2”。

每个环节都是一个相对完整的练习组合，通常包括以下几部分内容：通过“文化点滴”或“词汇扩展”引入新的话题；通过一段“会话练习”来介绍新的语法结构；“语法要点”提供由教师指导的控制型练习（controlled practice）以及较为自由的交际型语法练习；两人对话、小组活动、角色扮演或班级活动等可以针对某个具体的教学要点提供语流练习活动；另外还有听力练习。

除此之外，每单元还包括一个语音练习，一个写作活动，以及一个交流活动（即IC活动。在正文中只用一个图标表示，告诉学生在学生用书的后面某一页有专为本单元内容设计的IC活动）。每单元第二个环节的最后练习通常都是一个有趣的阅读练习。

下面图表中列出了本教材的主要练习种类：

EXERCISE TITLE 练习名称	PURPOSE 宗旨
<b>Snapshot 文化点滴</b>	介绍真实生活中的情况, 内容丰富有趣, 用来引入本单元或本环节的话题, 同时帮助学生扩展学习扩展认知型词汇和应用型词汇。通常都通过图表的形式来表现, 易读易学。紧随其后所提的问题鼓励学生就其内容和材料进行个性化讨论, 便于学生深入掌握。
<b>Word Power 词汇扩展</b>	通过各种趣味练习, 比如单词图和搭配练习等, 帮助学生扩展与本单元和本环节话题相关的词汇。这些活动后通常都紧跟着口语或写作练习, 可以帮助学生理解如何在语境中应用这些词汇。
<b>Conversation 会话练习</b>	引入每个环节中所讲的新的语法点和功能点。通过一定的情景和交际环境展示语法, 同时为会话表达和口语练习提供范例。
<b>Grammar Focus 语法重点</b>	总结新的语法项目, 并且针对语法点设计由教师指导的控制型练习 (controlled practice) 和比较自由的交际型练习。比较自由的交际活动通常要求学生运用所学语法知识讲述本人情况。
<b>Pair Work 两人对话</b> <b>Role Play 角色扮演</b> <b>Group Work 小组活动</b> <b>Class Activity 班级活动</b>	这些口语语流练习针对所学的教学要点进行更进一步的个性化练习, 尽量为学生提供在真实语境中独立运用语言的机会。
<b>Pronunciation 语音练习</b>	针对重要的语音特点进行练习——比如重音、节奏、语调、弱读、连读等。这些语音经常在会话练习和语法重点中出现。
<b>Listening 听力练习</b>	训练学生的各种认知型技能, 包括听大意、听细节、根据上下文猜测意思等。图表常用来辅助学生学习。
<b>Writing 写作练习</b>	包括实用性的写作练习, 帮助学生扩展、巩固本单元或本环节中的话题和语法, 提高学生的写作技能。练习形式包括: 写明信片、描写人物等。
<b>Reading 阅读练习</b>	旨在提高学生的阅读能力, 以及巩固认知型的语言和词汇。阅读文章都从真实材料改编而成, 包括各种不同的题材和体裁。阅读前的预备问题和阅读后的复习问题以文章的主要话题作为基础, 引导学生对该话题进行讨论。
<b>Interchange Activities 交流活动</b>	主要是信息共享型和角色扮演的活动。针对每单元的内容提供交际型扩展活动, 使学生对本单元中学到的语言进行深入的个性化练习, 真正达到融会贯通。

## 作者的话

我们希望您能爱上本套教材, 并从其中的练习和活动中获得帮助和乐趣。我们相信本套教材不仅能使课堂教学生动活泼, 富有乐趣, 而且能帮助学生在课外交流中自由运用所学的语言技能。真诚地希望知道您对这教材的看法, 并提出宝贵的意见和建议。最后, 祝您用得舒心, 学得开心!

Jack C. Richards  
Jonathan Hull  
Susan Proctor

# Introduction

## ■ NEW INTERCHANGE

*New Interchange* is a revision of *Interchange*, one of the world's most successful and popular English courses. *New Interchange* is a multi-level course in English as a second or foreign language for young adults and adults. The course covers the four skills of listening, speaking, reading, and writing, as well as improving pronunciation and building vocabulary. Particular emphasis is placed on listening and speaking. The primary goal of the course is to teach communicative competence, that is, the ability to communicate in English according to the situation, purpose, and roles of the participants. The language used in *New Interchange* is American English; however, 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. Level Three takes students from the intermediate level up to the high-intermediate level.

Level Three builds on the foundations for accurate and fluent communication already established in Level Two by extending grammatical, lexical, and functional skills. The syllabus covered in Level Three also incorporates a review of some key language from Level Two, allowing Student's Book 3 to be used with students who have not studied with previous levels.

## ■ THE VIDEO COURSE

*New Interchange* Video 3 is designed to complement the Student's Book or to be used independently as the basis for a short listening and speaking course.

As a complement to the Student's Book, the Video provides a variety of entertaining and instructive live-action sequences. Each video sequence provides further practice related to the topics, language, and vocabulary introduced in the corresponding unit of the Student's Book.

As the basis for a short, free-standing course, the Video serves as an exciting vehicle for introducing and practicing useful conversational language used in everyday situations.

The Video Activity Book contains a wealth of activities that reinforce and extend the content of the Video, whether it is used to supplement the Student's Book or as the basis for an independent course. The Video Teacher's Guide provides thorough support for both situations.

## ■ COURSE LENGTH

The Video contains a mix of entertaining, dramatized sequences and authentic documentaries for a total of sixteen sequences. These vary slightly in length, but in general, the sequences are approximately five to eleven minutes each.

The accompanying units in the Video Activity Book are designed for maximum flexibility and provide anywhere from 45 to 90 minutes of classroom activity. Optional activities described in the Video Teacher's Guide may be used to extend the lesson as needed.

## ■ MORE ABOUT THE COURSE COMPONENTS

### Video

The sixteen video sequences complement Units 1 through 16 of *New Interchange* Student's Book 3. There are seven dramatized sequences and nine documentary sequences. Although linked to the topic of the corresponding Student's Book unit, each dramatized sequence presents a new situation and introduces characters who do not appear in the text. Each documentary sequence is based on authentic, unscripted interviews with people in various situations, and serves to illustrate how language is used by real people in real situations. This element of diversity helps keep students' interest high and also allows the Video to be used effectively as a free-standing course. At the same time, the language used in the video sequences reflects the structures and vocabulary of the Student's Book, which is based on an integrated syllabus that links grammar and communicative functions.

### Video Activity Book

The Video Activity Book contains sixteen units that correspond to the video sequences, and is designed to facilitate the effective use of the Video in the classroom. Each unit includes previewing, viewing, and postviewing activities that provide learners with step-by-step support and guidance in understanding and working with the events and language of the sequence. Learners expand their cultural awareness, develop skills and strategies for communicating effectively, and use language creatively.

### Video Teacher's Guide

The Video Teacher's Guide contains detailed suggestions for how to use the Video and the Video Activity Book in the classroom, and includes an overview of video teaching techniques, unit-by-unit notes, and a range of optional extension activities. The Video Teacher's Guide also includes answers to the activities in the Video Activity Book and photocopiable transcripts of the video sequences.

## VIDEO IN THE CLASSROOM

The use of video in the classroom can be an exciting and effective way to teach and learn. As a medium, video both motivates and entertains students. The *New Interchange* Video is a unique resource that does the following:

- Depicts dynamic, natural contexts for language use.
- Presents authentic language as well as cultural information about speakers of English through engaging story lines.
- Enables learners to use visual information to enhance comprehension.
- Focuses on the important cultural dimension of learning a language by actually showing how speakers of the language live and behave.
- Allows learners to observe the gestures, facial expressions, and other aspects of body language that accompany speech.

## WHAT EACH UNIT OF THE VIDEO ACTIVITY BOOK CONTAINS

Each unit of the Video Activity Book is divided into four sections: *Preview*, *Watch the Video*, *Follow-up*, and *Language Close-up*. In general, these four sections include, but are not limited to, the following types of activities:

### Preview

**Culture** The culture previews introduce the topics of the video sequences and provide important background and cultural information. They can be presented in class as reading and discussion activities, or students can read and complete them as homework.

**Vocabulary** The vocabulary activities introduce and practice the essential vocabulary of the video sequences through a variety of interesting tasks.

**Guess the Story/Guess the Facts** The Guess the Story (or in some units Guess the Facts) activities allow students to make predictions about characters and their actions by watching the video sequences without the sound or by looking at photos in the Video Activity Book. These schema-building activities help to improve students' comprehension when they watch the sequences with the sound.

### Watch the Video

**Get the Picture** These initial viewing activities help students gain global understanding of the sequences by focusing on gist. Activity types vary from unit to unit, but typically involve watching for key information needed to complete a chart, answer questions, or put events in order.

**Watch for Details** In these activities, students focus on more detailed meaning by watching and listening for specific information to complete tasks about the story line and the characters or the information in the documentaries.

**What's Your Opinion?** In these activities, students respond to the sequences by making inferences about the characters' actions, feelings, and motivations, and by stating their opinions about issues and topics.

### Follow-up

**Role Play, Interview, and Other Expansion Activities** This section includes communicative activities based on the sequences in which students extend and personalize what they have learned.

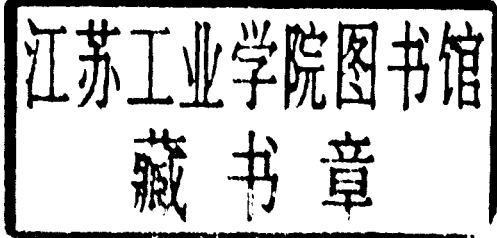
### Language Close-up

**What Did They Say?** These cloze activities focus on the specific language in the sequences by having students watch and listen in order to fill in missing words in conversations.

**Grammar and Functional Activities** In these activities, which are titled to reflect the structural and functional focus of a particular unit, students practice, in a meaningful way, the grammatical structures and functions presented in the video sequences.



原书缺页



# 1

# Dream Date



## Preview

### 1 CULTURE

In North America most people start dating in their teens and early twenties. They meet at school or work, or are introduced by friends. On dates, they go out in couples or in groups to movies, sporting events, and meals. Traditionally, the man paid for the date, but modern couples may decide to split the bill or let the person who made the invitation pay for both people.



*How do people in your country meet each other? What do friends or dating couples like to do together? Where are some popular places to go? When a man and a woman (or a group of friends) go out together, who pays?*

### 2 VOCABULARY *Personality types*

**Pair work** How would you describe the people below? Choose a description from the box.

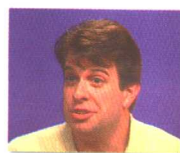
a good conversationalist	easygoing	generous
ambitious	✓egotistical	straightforward

- Jill is always talking about herself. She thinks she's better than other people.  
A: I think she's *egotistical*.  
B: Yes, I agree.
- Mike is very relaxed. Nothing seems to upset him.
- Paul always tells people exactly what he thinks. He doesn't hide his feelings.
- Erika has big plans and works hard to achieve them.
- John asks a lot of questions, and he's interested in what I have to say.
- Leah is a great friend. She's giving of her time and energy, and she also forgives others easily.



### 3 GUESS THE STORY

Sarah is going to choose one of these men to be her date. How do you think she will decide? Who will she choose?



Bachelor 1



Bachelor 2



Bachelor 3



## Watch the video

### 4 GET THE PICTURE

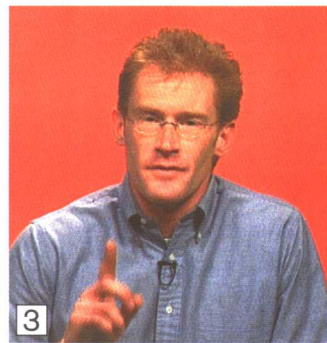
**A** Look at your answers to Exercise 3. Did you guess correctly?

**B** Check (✓) the things Sarah asked the bachelors. Then compare with a partner.

- ☐ What's your idea of the perfect date?
- ☐ How old are you?
- ☐ What's your favorite sport?
- ☐ Tell me something positive and something negative about yourself.
- ☐ Finish this sentence: "I think it's disgusting when . . ."
- ☐ Finish this sentence: "My ideal date has . . ."

**C** What words describe Sarah and the bachelors? Write the correct word under each picture. Then compare with a partner.

easygoing      egotistical      excited      straightforward



### 5 WATCH FOR DETAILS

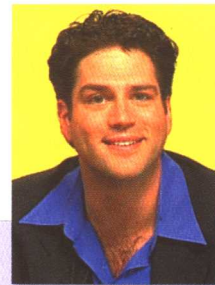
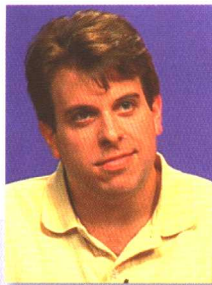
Correct the mistakes below. Then compare with a partner.

Bachelor 1 is <sup>twenty-nine</sup>~~thirty-nine~~ years old. He's a former college football coach from Pocatello, Idaho, who loves playing or watching almost every kind of game. Bachelor 2 is a thirty-year-old doctor from Los Angeles. Everyone should know his soap opera, *Our World*. Bachelor 3 comes from Sarah's hometown of Ames, Iowa. In his free time, he enjoys swimming and surfing the Internet. He and Sarah went to college together.



## 6 WHO SAID WHAT?

Who said the sentences below? Check (✓) the correct answers. Then compare with a partner.



Bachelor 1

Bachelor 2

Bachelor 3

1) I'd be too embarrassed to tell you the truth. ☐

2) It really bothers me when people lie. ☐

3) I would take you to my favorite nightclub where everybody knows me. ☐

4) I'd take you out to a nice dinner. ☐

5) I think I'm a pretty good friend, and people trust me. ☐

6) Actually, I'm pretty good at most things I do. ☐

7) Well, I guess I'm pretty easygoing. ☐



## Follow-up

## 7 ROLE PLAY Let's play Dream Date!

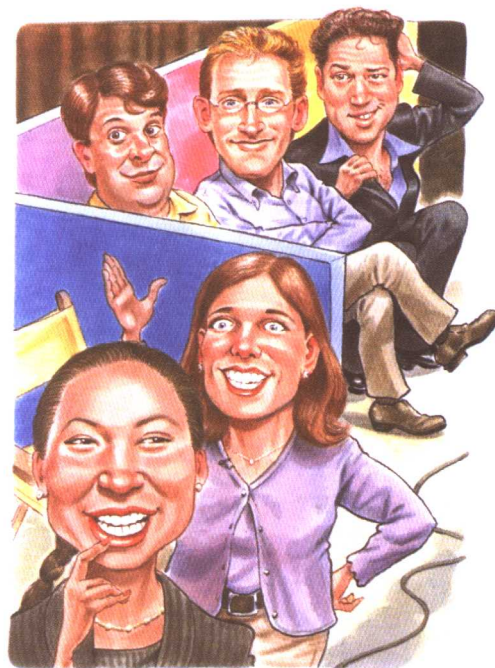
**A Pair work** Imagine you are Sarah. Add two more questions to ask the bachelors.

- 1) What's your idea of the ideal date?
- 2) Tell me two things about yourself: one positive and one negative.
- 3) Finish this sentence: "I can't stand it when . . ."
- 4) .....
- 5) .....

**B Group work** Now join another pair. Three of you are bachelors. The fourth person is Sarah.

*Sarah:* Take turns asking the three bachelors your questions. Then choose your dream date.

*Bachelors:* Answer Sarah's questions. Try to get Sarah to choose you as her dream date.







## 8 WHAT DID THEY SAY?

Watch the video and complete the conversations. Then practice them.

*Sarah is asking the bachelors to complete a few sentences.*

Sarah: OK. Uh, Bachelor Number 1, finish this sentence:

"I ..... it when ..."

Bachelor 1: I ..... it when people are .....  
while I'm ..... the football game on TV.

Sarah: OK. Uh, Bachelor Number 3, finish this sentence:

"I ..... it's ..... when ..."

Bachelor 3: I ..... it's ..... when  
I'm at an expensive ..... and I don't get  
the ..... I deserve.

Sarah: OK. Bachelor Number 2: "It .....  
me when ..."

Bachelor 2: It ..... me when people get ..... and they get  
into ..... over unimportant things. I just  
think people should be more ..... and treat  
each other .....



## 9 CLAUSES CONTAINING IT WITH ADVERBIAL CLAUSES

### Expressing feelings

**A** Complete the sentences about dates or friendships with phrases from the box. Then add two more statements of your own.

- 1) I can't stand it *when my date arrives late* .....
- 2) It makes me happy .....
- 3) I like it .....
- 4) It bothers me .....
- 5) It really upsets me .....
- 6) It embarrasses me .....
- 7) .....
- 8) .....

✓ arrive late  
forget to call me  
lie to me  
make me feel special  
send me flowers  
talk during a movie

**B Pair work** Compare your statements with a partner.  
Which of your partner's statements are true for you?





# 2

## Urban artist



### Preview

#### 1 CULTURE

Public art appears in many forms in many places. Airports, hospitals, government buildings, libraries, schools, and parks feature different types of art such as paintings, murals, sculpture, tapestries, statues, fountains – even carpets. Public art may bring a sense of pride or show the spirit of the community, honor local artists, educate or inspire visitors, or just beautify a place. The next time you visit a public place, be sure to keep an eye out for the art around you!

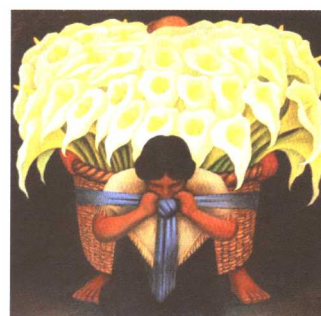
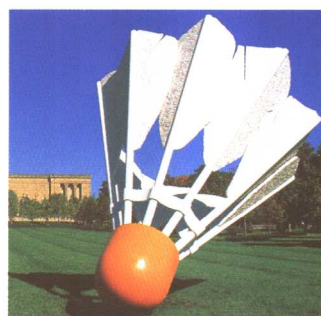
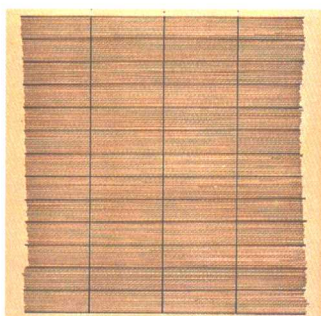
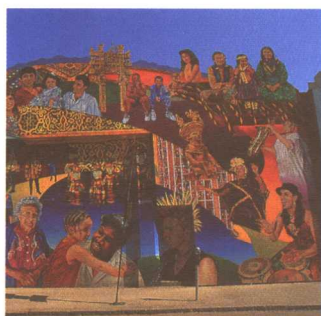
*Talk about the public art in your community or the place where you live now. What kinds are there? Where are they located? What kinds of art do you like? Describe some of your favorite artworks.*



#### 2 VOCABULARY Art

**A** What words do you think describe these works of art? Use words from the box. (Words can be used more than once.) Can you add more words?

colorful    creative    dull    exciting    political    spiritual



.....

.....

.....

**B Pair work** Share your opinions with a partner. Have conversations like this:

A: In my opinion, the first picture is dull.

B: I agree. It's not very exciting. **or** Really? I think it's very creative!

### 3 GUESS THE FACTS

Watch the first minute and a half of the video with the sound off.

What kind of art do you think José creates?



Watch the video

### 4 GET THE PICTURE

**A** What are the steps in creating a mural? Number the steps (1 to 6). Then compare with a partner.

- |                       |                                      |
|-----------------------|--------------------------------------|
| ..... buy materials   | ..... plan and draw ideas            |
| ..... find funding    | ..... set a schedule for the workers |
| ..... paint the mural | 1..... look for a wall               |

**B Pair work** Take turns talking about which steps you would or would not enjoy doing.

### 5 WATCH FOR DETAILS

**A** Check (✓) **True** or **False**. Then correct the false statements. Compare with a partner.

	True	False	
1) José Curbelo works in inner cities.	<input type="checkbox"/>	<input type="checkbox"/>	.....
2) Public art is a recent trend.	<input type="checkbox"/>	<input type="checkbox"/>	.....
3) José has been interested in art since he was a child.	<input type="checkbox"/>	<input type="checkbox"/>	.....
4) After high school, he started his own business.	<input type="checkbox"/>	<input type="checkbox"/>	.....
5) He has never been to art school.	<input type="checkbox"/>	<input type="checkbox"/>	.....
6) The business owner always pays for the mural.	<input type="checkbox"/>	<input type="checkbox"/>	.....
7) José's workers are older than he is.	<input type="checkbox"/>	<input type="checkbox"/>	.....
8) José works in California now.	<input type="checkbox"/>	<input type="checkbox"/>	.....

**B Pair work** Now write two of your own statements. Have your partner tell you if they are true or false.

.....

.....



## 6 WHAT'S YOUR OPINION?

**A** What does José Curbelo prefer in a work situation? Check (✓) the phrases that describe what he prefers. Then compare with a partner.

- |                                                   |                                                              |
|---------------------------------------------------|--------------------------------------------------------------|
| 1) <input type="checkbox"/> working alone         | <input type="checkbox"/> working with people                 |
| 2) <input type="checkbox"/> making a lot of money | <input type="checkbox"/> doing interesting work              |
| 3) <input type="checkbox"/> following a routine   | <input type="checkbox"/> doing something different every day |
| 4) <input type="checkbox"/> working outside       | <input type="checkbox"/> working in an office                |
| 5) <input type="checkbox"/> being the boss        | <input type="checkbox"/> having a boss                       |



**B Pair work** Which of the situations in part A would you prefer? Ask and answer questions like this:

A: Would you prefer working alone or working with people?

B: I'd prefer working alone. How about you?

**C Pair work** Which of the jobs below match the descriptions in part A?

accountant	doctor	flight attendant	marine biologist	songwriter
architect	executive	journalist	model	teacher

Make sentences like this:

A: An *accountant* would probably prefer *working alone*.

B: I agree. And a *doctor* would probably prefer *working with people*.



## Follow-up

## 7 BEAUTIFYING YOUR AREA

**A Pair work** Think about the town or city where you are now. Which public places could you make more beautiful? How would you do this? Complete the chart.



Public places	Things to do
the neighborhood park	put a fountain there; plant flowers

**B Group work** Now join another pair. Choose two or three suggestions and tell them your ideas. Make comparisons like this:

A: Let's put a fountain in front of the library. Listening to water is very relaxing.

B: Yes, but a sculpture isn't as expensive as a fountain.

C: That's true, but I think a sculpture is less exciting than a fountain.

## 8 WHAT DID HE SAY?

Watch the video and complete the commentary. Then compare with a partner.

*José Curbelo explains why he enjoys painting murals.*

I love ..... with ..... I love ..... my own thing, I love ..... my own paycheck, and I like to be ..... in the life of the ..... on murals, you're at one ..... – at one street corner – for twelve, fourteen ..... a day, and you see ..... that goes on.

In my ....., the murals are ..... to the life of a community, ..... ever since way back when – ..... of thousands of years ago – people have ..... themselves in a ..... way. Whether for ..... reasons or for ..... reasons, or just to be ....., people have expressed themselves on ....., and I wouldn't be ..... what I'm doing now if ... you know, ..... didn't write on ..... you know, thousands of years ago or write on ..... trains in the seventies.



## 9 GERUNDS AS SUBJECTS AND OBJECTS Describing a job

**A** Complete the sentences about a job using the gerund forms of the words and phrases in the box. Then guess the job described.

encourage  
improve their skills

organize the game schedule  
stay in shape

work on weekends  
✓work with children

- 1) I enjoy *working with children* ; it helps me feel young.
- 2) ..... is easy with all the running around I have to do!
- 3) I don't always enjoy ..... ,  
but that's when our games are held.
- 4) At the end of the season, we have a big tournament, so I spend a lot of time  
.....
- 5) I help players concentrate on .....
- 6) ..... weaker players helps the whole team improve.

Job described: .....

**B Pair work** Choose a job and describe your duties. Can your partner guess your job?