

Third Edition (第3版)

interchange

剑桥国际英语教程

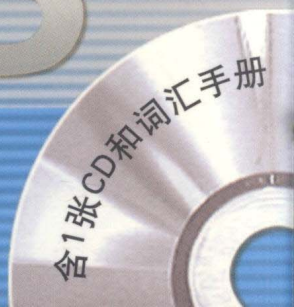
Jack C. Richards

with Jonathan Hull and Susan Proctor

学生用书

STUDENT'S BOOK

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



Third Edition (第3版)

interchange

剑桥国际英语教程

Jack C. Richards

with Jonathan H. ...

江苏工业学院图书馆
藏书章

学生用书

STUDENT'S BOOK

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

2

B

含1张CD和词汇手册

京权图字：01－2006－7659

Interchange Third Edition Student's Book 2B 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)*: 学生用书. 2B / (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1张CD和词汇手册

ISBN 978-7-5600-6333-1

I. 剑… II. 理… III. 英语—教材 IV. H31

中国版本图书馆CIP数据核字(2007)第005861号

出 版 人: 李朋义

责任编辑: 咸珊珊

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: 北京新丰印刷厂

开 本: 889×1194 1/16

印 张: 5.5

版 次: 2007年2月第1版 2007年2月第1次印刷

书 号: ISBN 978-7-5600-6333-1

定 价: 25.90元(含1张CD和词汇手册)

* * *

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

教材简介

总体介绍

《剑桥国际英语教程》（第3版）（*Interchange Third Edition*）是《剑桥国际英语教程》的全面修订版。作为世界上最受欢迎、最有影响的英语教程之一，《剑桥国际英语教程》推动了中国传统语言学习模式的革新，加快了我国英语教学的国际化进程。它将交际教学法贯穿于语言技能训练的整个过程之中，强调在“有意义的交流”中培养语言的准确度和流利度，将语言学习变成了一种融视、听、说为一体的愉悦体验，因此广受大中院校、英语特色学校和培训机构的欢迎。

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。

新版对上一版的四个级别进行了修订，包括：入门级、1级、2级、3级。每学完一级别，学生可掌握大约1000—1300个活用词。

入门级：针对没有英语基础的初学者，注重基础词汇、语法和语言功能的运用。

1 级：针对具备初级英语水平的学习者，旨在进一步培养语言运用技能。

2 级：针对具备初级偏上英语水平的学习者，旨在掌握和运用比较复杂的语言结构、提高流利度。

3 级：针对具有中级英语水平的学习者，旨在培养学习者运用准确、流利的英语进行交流的能力。

课时安排

每级包括16个单元的内容，课时安排为大约70—120学时。教师可以根据实际情况适当增减课堂活动。为了方便学校灵活安排教学，学生用书和练习册分两个版本——全一册和A、B分册，两个版本内容相同。A、B分册每册包括8个单元，课时安排为35—60学时，可供短期培训和学习使用。

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2个单元之后有一个复习单元（Progress check）；书的后一部分还有针对各个单元的交际活动（Interchange activities）和自学听力练习（Self-study）。附赠的词汇手册按照单元索引，帮助学生理解和记忆口语中常见的词汇和搭配。

与学生用书配套的录音产品包括学生用带和学生用盘两种，供学生课后自学使用。录音内容包括学生用书中的会话（Conversation）和自学听力练习（Self-study）。

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

■ Teacher's Edition 教师用书

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

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

教师用书设计合理，将学生用书原页和对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, 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（所有标注有▶的练习）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话题和语言点。录像的形式包括幽默风趣的“情景故事”（Drama）和“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堂练习。另外，光盘中每4个单元包含一套进度测试题，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。

主要特色

■ 国际化内容

新版在内容上更富有时代感，与学生的生活紧密相关；同时内容注重跨文化交流，既可以开阔学生的视野，又可以紧跟世界潮流。

■ 综合性大纲

本套教材的编写理念是多种技能综合培养，最终目标是培养语言交际能力。当今社会需要综合能力强的复合型人才，而英语水平应该是建立在听说读写综合能力基础之上的。本套教程的教学大纲将语言技能、语言知识、文化意识等要素有机地结合起来，相互促进、循序渐进，帮助学生最终实现交际目标。

■ 实用有趣的学习活动

本套教程的课堂活动活泼有趣，以各种形式展现教学重点，旨在激发个性不同的学生的兴趣，使得每个学生都能乐在其中，同时达到运用语言的目的。另外，活动多为有实际意义的任务，这样可以提高学生的参与度，做到学有所用，最大程度地提高课堂学习效率。

■ 教师和学生任务

教师的任务是组织课堂，带领学生一步步完成每课的交际教学目标。在词汇和语法练习活动中，教师启发学生理解新的学习要点、总结语法规律；在对话、小组活动中，教师起辅助作用，主要是帮助学生为活动作准备，并对活动作出评价。总体上讲，教师的作用应该是启发、鼓励、指导和监控。

学生的任务是主动地、创造性地参与学习活动，将学习要点运用于语言交际实践，让语言变成一个交际工具。

■ 易教易学的内容安排

本套教材单元内容组织合理、进度适中。每个单元包括两个相关的教学环节，教师可以根据需要灵活安排和选择。另外，丰富的课堂活动和详细的教学指导充分满足教师备课的需要。

■ 完善的复习和测试体系

本套教材提供了单元小结（Language summary）、每2个单元之后的复习单元（Progress check）和进度测试（Progress quiz）。另外，教师资源包中还设计了多套“定级测试”和“成果测试”，供教师选用。

单元组织结构

每个单元由两个主要话题和功能构成，相关活动和练习都围绕这两个话题和功能安排。在教学指导上这两个部分被称作“环节1”（Cycle 1）和“环节2”（Cycle 2）。

每个环节都是一个相对完整的练习组合：通过“文化点滴”（Snapshot）或“词汇扩展”（Word Power）来引入新的话题；通过“会话练习”（Conversation）来介绍新的语法结构；“观点展示”（Perspectives）为中级水平的学习者展示了语法在现实生活中的应用，同时提供了表达个人观点的机会；“语法重点”（Grammar Focus）提供了控制型练习以及较为自由的口语语法练习；以两人或小组形式进行的交流活动（Interchange activities）可以针对某个语法重点提供实用口语练习活动。另外，不同环节还穿插了听力（Listening）、语音（Pronunciation）、写作（Writing）、阅读（Reading）练习，为培养学生的综合能力提供全面解决方案。

下面图表中列出了本套教材的主要练习种类和教学宗旨：

EXERCISE TITLES 练习名称	PURPOSE 宗旨
Snapshot 文化点滴	介绍现实生活中的各种文化现象，引入本单元或本环节的话题，帮助学生学习和扩展词汇。内容丰富多彩，易读易学，鼓励学生进行个性化讨论。
Word Power 词汇扩展	通过各种趣味单词练习，帮助学生学习和扩展与本单元主题相关的词汇。这些活动后面紧跟的口语练习可以帮助学生了解这些词汇在语境中的使用情况。
Conversation 会话练习	引入本环节的新语法点和功能点，通过一定的情景来展示语法，同时为会话和口语练习提供范例。
Perspectives 观点展示	通过广告、调查、测验、广播节目等与现实生活紧密相关的语言形式呈现语法点；活动内容通常涉及观点展示，为中级水平的学习者提供表达个人观点的机会。
Grammar Focus 语法重点	总结会话中的语法项目，针对语法点设计了由教师指导的控制型练习和比较自由的交际型语法练习。后一种练习要求学生运用所学语法知识描述个人情况。
Pair/Group Work 两人/小组活动 Role Play 角色扮演 Class Activity 班级活动	这些口语语流练习针对所学的教学重点作进一步的个性化练习，为学生提供在真实语境中流利运用语言的机会。
Pronunciation 语音	针对重要的语音现象进行练习。这些语音现象经常在前面的会话和语言重点中出现。
Listening 听力	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。
Writing 写作	实用性的写作练习帮助学生扩展和巩固本单元的话题和语法，提高写作技能。
Reading 阅读	旨在提高学生的阅读能力。阅读文章都是根据真实材料改编而成，题材和体裁各异。阅读通常伴随着关于该话题的讨论。
Interchange Activity 交流活动	针对每单元的内容提供交际型扩展活动，使学生针对本单元的语言重点进行深入的个性化练习，真正达到融会贯通。

编者的话

新版《剑桥国际英语教程》将为广大学生提供更多的语言练习机会。我们相信本套教材不仅能使沉闷的英语课堂变得生动有趣，而且能帮助个性不同的学生在英语学习中体味到乐趣和成就感。最后，真诚地祝您教得舒心、学得开心！

To the student

Welcome to ***Interchange Third Edition***! This revised edition of ***New Interchange*** gives you many more opportunities to learn and practice English. We are confident this book will help you improve your English! The course combines topics, functions, and grammar. You will learn the four skills of listening, speaking, reading, and writing, in addition to vocabulary and pronunciation.

Each book has 16 units divided into sections, and each section has its own purpose. The **Snapshot** usually introduces the unit's topic with real-world information. The **Word Power** presents new vocabulary. **Perspectives** is a new section that uses people's opinions and experiences about a topic to present new grammar. The **Conversation** is a natural, fun dialog that also introduces new grammar. You then see and practice this language in the **Grammar Focus**. The **Pronunciation** exercises help you sound like a native speaker.

In the **Listening** section you hear people speaking in many different contexts. You talk in pairs, in groups, or as a class with the many **Speaking** activities. In the **Interchange activities** you talk even more freely about yourself. These fun activities let you share your own ideas and opinions. In the **Writing** section you write about yourself and your classmates. Finally, at the end of each unit, you read about and further discuss the unit's topic in the **Reading** section.

Frequent **Progress checks** let you check your own development. In these self-assessment exercises *you* decide what material you need to review.

The **Self-study Audio CD** contains the conversations from the unit for extra listening practice. Your CD also has a section with new, original audio material. You can use this in class, in a lab, or at home with the Self-study exercises at the back of this book.

We think you'll enjoy using this book and hope you become better, more confident learners of English. Good luck!

Jack C. Richards
Jonathan Hull
Susan Proctor

Authors' acknowledgments

A great number of people contributed to the development of *Interchange Third Edition*. Particular thanks are owed to the following:

The **reviewers** using *New Interchange* in the following schools and institutes – their insights and suggestions have helped define the content and format of the third edition: Gino Pumadera, **American School**, Guayaquil, Ecuador; Don Ahn, **APEX**, Seoul, South Korea; teachers at **AUA Language Center**, Bangkok, Thailand; Linda Martinez, **Canada College**, Redwood City, California, USA; Rosa Maria Valencia Rodriguez, **CEMARC**, Mexico City, Mexico; Wendel Mendes Dantas, **Central Universitária**, São Paulo, Brazil; Lee Altschuler, **Cheng Kung University**, Taiwan, China; Chun Mao Le, **Cheng Siu Institute of Technology**, Taiwan, China; Selma Alfonso, **Colégio Arquidiocesano**, São Paulo, Brazil; Daniel de Mello Ferraz, **Colégio Camargo Aranha**, São Paulo, Brazil; Paula dos Santos Dames, **Colegio Militar do Rio de Janeiro**, Rio de Janeiro, Brazil; Elizabeth Ortiz, **COPOL-COPEI**, Guayaquil, Ecuador; Alexandre de Oliveira, **First Idiomias**, São Paulo, Brazil; João Franco Júnior, **2B Idiomias**, São Paulo, Brazil; Jo Ellen Kaiser and David Martin, **Fort Lauderdale High School**, Fort Lauderdale, Florida, USA; Azusa Okada, **Hiroshima Shudo University**, Hiroshima, Japan; Sandra Herrera and Rosario Valdiria, **INACAP**, Santiago, Chile; Samara Camilo Tome Costa, **Instituto Brasil-Estados Unidos**, Rio de Janeiro, Brazil; Eric Hamilton, **Instituto Chileno Norteamericano de Cultura**, Santiago, Chile; ICNA, Santiago, Chile; Pedro Benites, Carolina Chenett, Elena Montero Hurtado, Patricia Nieto, and Antonio Rios, **Instituto Cultural Peruano Norteamericano (ICPNA)**, Lima, Peru; Vanclei Nascimento, **Instituto Pentágono**, São Paulo, Brazil; Michael T. Thornton, **Interactive College of Technology**, Chamblee, Georgia, USA; Norma Aguilera Celis, **IPN ESCA Santo Tomas**, Mexico City, Mexico; Lewis Barksdale, **Kanazawa Institute of Technology**, Ishikawa, Japan; Clare St. Lawrence, Gill Christie, and Sandra Forrester, **Key Language Services**, Quito, Ecuador; Érik Mesquita, **King's Cross**, São Paulo, Brazil; Robert S. Dobie, **Kojen English Language Schools**, Taiwan, China; Shoko Miyagi, **Madison Area Technical College**, Madison, Wisconsin, USA; Atsuko K. Yamazaki, **Institute of Technologists**, Saitama, Japan; teachers and students at **Institute of Technologists**, Saitama, Japan; Gregory Hadley, **Niigata University of International and Information Studies**, Niigata, Japan; Tony Brewer

and Frank Claypool, **Osaka College of Foreign Languages and International Business**, Osaka, Japan; Chris Kerr, **Osaka University of Economics and Law**, Osaka, Japan; Angela Suzete Zumpano, **Personal Language Center**, São Paulo, Brazil; Simon Banha Jr. and Tomas S. Martins, **Phil Young's English School**, Curitiba, Brazil; Mehran Sabet and Bob Diem, **Seigakuin University**, Saitama, Japan; Lily Beam, **Shie Jen University**, Taiwan, China; Ray Sullivan, **Shibuya Kyoiku Gakuen Makuhari Senior and Junior High School**, Chiba, Japan; Robert Gee, **Sugiyama Jogakuen University**, Nagoya, Japan; Arthur Tu, **Taipei YMCA**, Taiwan, China; Hiroko Nishikage, Alan Hawk, Peter Riley, and Peter Anyon, **Taisho University**, Tokyo, Japan; Vera Berk, **Talkative Idiomias**, São Paulo, Brazil; Patrick D. McCoy, **Toyo University**, Saitama, Japan; Kathleen Krok and Ellen D. Sellergren, **Truman College**, Chicago, Illinois, USA; Gabriela Cortes Sanchez, **UAM-A**, Mexico City, Mexico; Marco A. Mora Piedra, **Universidad de Costa Rica**, San Jose, Costa Rica; Janette Carvalhinho de Oliveira, **Universidade Federal do Espirito Santo**, Vitoria, Brazil; Belem Saint Martin Lozada, **Universidad ISEC**, Colegio del Valle, Mexico City, Mexico; Robert Sanchez Flores, **Universidad Nacional Autonoma de Mexico**, Centro de Lenguas Campus Aragon, Mexico City, Mexico; Bertha Chela de Rodriguez, **Universidad Simón Bolívar**, Caracas, Venezuela; Marilyn Johnson, **Washoe High School**, Reno, Nevada, USA; Monika Soens, **Yen Ping Senior High School**, Taiwan, China; Kim Yoon Gyong, **Yonsei University**, Seoul, South Korea; and Tania Borges Lobao, **York Language Institute**, Rio de Janeiro, Brazil.

The editorial and production team:

David Bohlke, Jeff Chen, Yuri Hara, Pam Harris, Paul Heacock, Louisa Hellegers, Lise R. Minovitz, Pat Nelson, Bill Paulk, Danielle Power, Mary Sandre, Tami Savir, Kayo Taguchi, Louisa van Houten, Mary Vaughn, Jennifer Wilkin, and Dorothy Zemach.

And Cambridge University Press staff and advisors:

Jim Anderson, Angela Andrade, Mary Louise Baez, Carlos Barbisan, Kathleen Corley, Kate Cory-Wright, Elizabeth Fuzikava, Steve Golden, Cecilia Gomez, Heather Gray, Bob Hands, Pauline Ireland, Ken Kingery, Gareth Knight, Nigel McQuitty, João Madureira, Andy Martin, Alejandro Martinez, Carine Mitchell, Mark O'Neil, Tom Price, Dan Schulte, Catherine Shih, Howard Siegelman, Ivan Sorrentino, Alcione Tavares, Koen Van Landeghem, and Ellen Zlotnick.



Plan of Book 2B

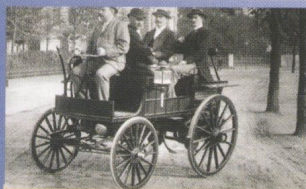
Titles/Topics	Speaking	Grammar
UNIT 9 PAGES 58-63		
Back to the future Life in the past, present, and future; changes and contrasts; consequences	Talking about change; comparing time periods; describing possibilities	Time contrasts; conditional sentences with <i>if</i> clauses
UNIT 10 PAGES 64-69		
I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

Pronunciation/Listening	Writing/Reading	Interchange Activity
<p>Intonation in statements with time phrases</p> <p>Listening to people talk about changes</p> <p><i>Self-study:</i> Listening to people discuss technology</p>	<p>Writing a description of a person</p> <p>“Are You in Love?”: Reading about the signs of being in love</p>	<p>“Consider the consequences”: Agreeing and disagreeing with classmates</p>
<p>Unreleased and released /t/ and /d/</p> <p>Listening to people talk about their job preferences</p> <p><i>Self-study:</i> Listening to a student election debate</p>	<p>Writing a cover letter for a job application</p> <p>“Find the Job That’s Right for You!”: Reading about how to find the perfect job</p>	<p>“Dream job”: Deciding which job to apply for</p>
<p>The letter o</p> <p>Listening to descriptions of monuments; listening for information about a country</p> <p><i>Self-study:</i> Listening for information about the Statue of Liberty</p>	<p>Writing a guidebook introduction</p> <p>“A Guide to Unusual Museums”: Reading about interesting museums</p>	<p>“Who is this by?”: Sharing information about famous works</p>
<p>Contrastive stress in responses</p> <p>Listening to people talk about recent experiences</p> <p><i>Self-study:</i> Listening to people talk about events in their careers</p>	<p>Writing a short story</p> <p>“Child Prodigies”: Reading about gifted children</p>	<p>“Life is like a game!”: Playing a board game</p>
<p>Emphatic stress</p> <p>Listening for opinions; listening to a movie review</p> <p><i>Self-study:</i> Listening to people talk about a book</p>	<p>Writing a movie review</p> <p>“The Magic of Potter”: Reading about an author’s career</p>	<p>“Famous faces”: Asking classmates’ opinions about movies and TV shows</p>
<p>Pitch</p> <p>Listening to people talk about the meanings of signs</p> <p><i>Self-study:</i> Listening to people discuss street signs</p>	<p>Writing a list of rules</p> <p>“Pearls of Wisdom”: Reading about proverbs</p>	<p>“What’s going on?”: Interpreting body language</p>
<p>Reduction of <i>have</i></p> <p>Listening to people talk about predicaments; listening to a radio talk show</p> <p><i>Self-study:</i> Listening to people describe situations</p>	<p>Writing a letter to an advice columnist</p> <p>“Ask Amy”: Reading an advice column</p>	<p>“Do the right thing!”: Deciding what to do in a difficult situation</p>
<p>Reduction of <i>had</i> and <i>would</i></p> <p>Listening for excuses; listening to voice mail messages</p> <p><i>Self-study:</i> Listening to a telephone conversation</p>	<p>Writing a voice mail message</p> <p>“The Truth About Lying”: Reading about “white lies”</p>	<p>“Excuses, excuses”: Making up excuses</p>

9 Back to the future

1 SNAPSHOT

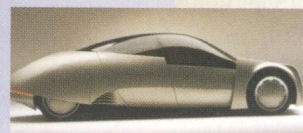
PAST, PRESENT, AND FUTURE



Past



Present



Future

Transportation

railroads and
ocean liners

cars and jet airplanes

flying cars and
commercial space flights?

Communications

the telephone and
the postal system

cell phones and e-mail

video phones
and audio letters?

Entertainment

radio and
movies

television and
computer games

3-D television and
virtual reality games?

Sources: New York Public Library Book of Chronologies; New York Public Library Desk Reference

Which of these past and present developments are the most important? Why?

Do you think any of the future developments could happen in your lifetime?

How will clothing and music be different in the future? Suggest two differences.

2 CONVERSATION This neighborhood has changed!

A Listen and practice.

Tanya: This neighborhood sure has changed!

Matt: I know. A few years ago, not many people lived here.
But the population is growing so fast these days.

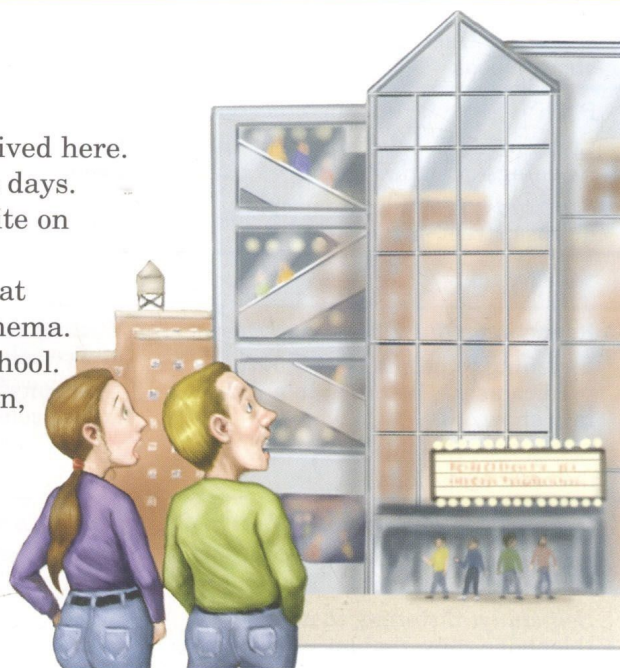
Tanya: Yeah. It seems like there's a construction site on
every corner.

Matt: Remember how we used to buy candy at that
little grocery store? Now it's a multiplex cinema.

Tanya: Yeah, and they're tearing down our high school.
They're going to build a shopping mall. Soon,
there will be just malls and parking lots.

Matt: That's because everyone has a car! Fifty
years ago, people walked everywhere.
Nowadays, they drive.

B Listen to the rest of the conversation.
What else has changed in their neighborhood?



Time contrasts

Past

A few years ago, not many people **lived** here.

People **used to shop** at grocery stores.

Fifty years ago, people **walked** everywhere.

Present

These days, the population **is growing** so fast.

Today, people **shop** at supermarkets.

Nowadays, people **drive** their cars instead.

Future

Soon, there **will be** a lot of shopping malls.

In twenty years, people **might buy** groceries by computer.

In the future, people **are going to use** cars even more.

A Match the phrases in column A with the appropriate information from column B. Then compare with a partner.

A

1. Before the automobile,
2. Before there were supermarkets,
3. About five hundred years ago,
4. In most offices today,
5. In many cities nowadays,
6. Soon,
7. In the next hundred years,
8. Sometime in the future,

B

- a. people used to shop at small stores.
- b. pollution is becoming a serious problem.
- c. most people are going to work at home.
- d. people didn't travel as much from city to city.
- e. there will probably be cities in space.
- f. people work more than 40 hours a week.
- g. people played the first game of golf.
- h. doctors might find a cure for the common cold.

B Complete the phrases in part A with your own information. Then compare with a partner.

PRONUNCIATION Intonation in statements with time phrases

A Listen and practice. Notice the intonation in these statements beginning with a time phrase.

In the past, very few people used computers.

Today, people use computers all the time.

In the future, there will be a computer in every home.

B Pair work Complete these statements with your own information. Then read your statements to a partner. Pay attention to intonation.

As a child, I used to ...

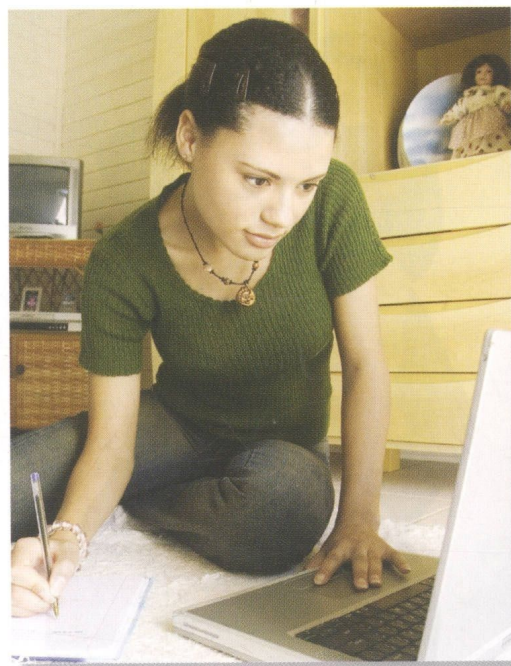
Five years ago, I ...

Nowadays, I ...

Next year, I'm going to ...

In five years, I'll ...

In ten years, I might ...



5 LISTENING For better or for worse

A Listen to people discuss changes. Check (✓) the topic each person talks about.

Topic	Change	Better or worse?	
1. <input type="checkbox"/> population	<input type="checkbox"/> environment	<input type="checkbox"/>	<input type="checkbox"/>
2. <input type="checkbox"/> transportation	<input type="checkbox"/> cities	<input type="checkbox"/>	<input type="checkbox"/>
3. <input type="checkbox"/> families	<input type="checkbox"/> shopping	<input type="checkbox"/>	<input type="checkbox"/>

B Listen again. Write down the change and if things are better or worse now.

6 SPEAKING Changing times

Group work How have things changed? How will things be different in the future? Choose two of these topics. Then discuss the questions below.

education fashion housing shopping technology
entertainment food medicine sports transportation

What was it like in the past?

What is it like today?

What will it be like in the future?

A: In the past, a lot of people made their own clothes.

B: Nowadays, they often order things online.

C: In the future, ...



7 WRITING A description of a person




A Pair work Interview your partner about his or her past, present, and hopes for the future.

B Write a paragraph describing how your partner has changed. Make some predictions about the future. Don't write your partner's name.

She used to be the quietest girl in the class. Now, she's in the drama club and loves to watch soap operas. One day, she'll be a successful actress. She'll be famous, and will star in movies and on TV. I think she'll ...

C Class activity Read your paragraph to the class. Can they guess who it is about?

A  Listen to some possible consequences of getting a high-paying job. Check (✓) the statements you agree with.

If you get a high-paying job,

- you won't have to work as hard
- you'll be able to travel first class
- you might have to pay higher taxes
- you'll be able to donate more to charities
- more people may want to be your friend
- you'll be able to buy things you want
- you might be on TV or in the newspapers
- people will ask you for a loan
- you'll have a lot more free time
- you'll be able to buy your parents a new car

B Pair work Look at the statements again. Which are advantages of getting a high-paying job? Which are disadvantages?

"I think the first one is an advantage. I don't like to work very hard."

GRAMMAR FOCUS

Conditional sentences with if clauses

Possible situation + simple present

- If you get a high-paying job,
- If you don't have to work as hard,
- If you have a lot more free time,
- If you get bored,

Consequence + future with will, may, or might

- you **won't have to work** as hard.
- you'll **have** a lot more free time.
- you **might get** bored.
- you **may have to look for** another job.

A Match the clauses in column A with the appropriate information from column B. Then compare with a partner.

A

1. If you eat less sugar,
2. If you walk to work every day,
3. If you don't get enough sleep,
4. If you own a pet,
5. If you don't get married,

B

- a. you may feel more relaxed.
- b. you might feel healthier.
- c. you'll stay in shape without joining a gym.
- d. you'll have more money to spend on yourself.
- e. you won't be able to stay awake in class.

B Add your own information to the clauses in column A. Then practice with a partner.

"If you eat less sugar, you'll lose weight."

10 WORD POWER *Consequences*

A Pair work Can you find two consequences for each possible event?
Complete the chart with information from the list.

be able to buy expensive clothes
feel better about yourself
feel hungry a lot
feel jealous sometimes
feel safer in your home
have to give up your favorite snack
get requests for loans from friends
have to learn a new language
have to take it out for walks
lose touch with old friends



Possible event	Consequences
buy a large dog
fall in love
go on a diet
inherit a lot of money
move to a foreign country

B Group work Share your answers with the group. Can you think of one more consequence for each event?

11 SPEAKING *Unexpected consequences*

A Group work Choose three possible events from Exercise 10. One student completes an event with a consequence. The next student adds a consequence. Suggest at least five consequences.

- A: If you buy a large dog, you'll have to take it out for walks every day.
- B: If you take it out for walks every day, you might have an accident.
- C: If you have an accident, you may have to go to the hospital.
- D: If you go to the hospital, you won't be able to take care of your dog.
- A: If you aren't able to take care of your dog, you'll probably have to give it away.

B Class activity Who has the most interesting consequences for each event?

12 INTERCHANGE 9 *Consider the consequences*

Give your opinion about some issues. Go to Interchange 9 at the back of the book.